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For the School Friend.

THE MIND.

BY J. LONG,

Of the Talmud Yelodeem School, Cincinnati.

The mind is immortal, like a spirit alive,
Destined to outlive the reverses of time—
Revolutions and ruptures, ravages, and all
The ruins that may the corporeal befall.

It is not as the lightning's bright luminous gleam,
That flashes and flies forgotten as a dream—
Nor yet as the meteor's momentary glare,
Or the shine of a taper, or fall of a star.

But as a beam of Divinity, ever to shine,
Without being dimmed by the sorrows of time—
Expansive, progressive, destined to endure,
Ages interminable when time is no more.

But its consummate bliss can never be found,
In the treasures of earth, or oceans profound—
Its nature requiring what's fadeless and pure,
A portion that will eternally endure.

Hence, it is ever restless and censeless in flight,
Always aspiring to sublimity's height—
Or traversing the trackless realms of air,
As it were in pursuit of a Paradise fair.

In lofty abstractions it towers on high,
And holds intercourse with the hosts of the sky—
Yea, quicker than the lightnings athwart are hurled,
Are its wondrous transitions from world to world.

Thus, like a restless spirit it ranges abroad,
The boundless expanse of the Universe of God—
Seeking as it were an ethereal clime,
Sinless, and beyond the reverses of time.

Then with what diligence, attention and care,
Should the mind be prepared for its nobler sphere—
Where it will expand and approximately tend,
To the Supreme Intelligence, world without end.

INTERESTING SCENES.

From the Notes of a Celebrated Physician.
CONTINUED.

From that day might be dated the commencement of a kind of domestic reign of terror at the hitherto quiet and happy Bullion House. He redoubled his civilities to Lord Scamp, who kept up his visits, despite the contemptuous and disgraceful air with which the young lady constantly received him. The right honorable *roué* was playing, indeed, for too deep a stake. Half the poor girl's fortune was already transferred, in Lord Scamp's mind, to the pockets of half a dozen harpies at the turf and the table; so he was, as before observed, very punctual in his engagements at Bullion House, with patient politeness continuing to pay the most flattering attentions to Miss Hillary—and her father. The latter was kept in a state of constant fever. Conscious of the transparent contempt exhibited by his daughter toward her noble suitor, he could at length hardly look his lordship in the face, as day after day, he obsequiously assured him "that there wasn't any thing in it;" and that "for all his

daughter's nonsense, he already felt himself a lord's father-in-law!"

Miss Hillary's life was becoming intolerable, subjected as she was to such systematic persecution, from which at length the sick chamber of her mother scarce afforded her a momentary sanctuary. Such constant anxiety and agitation, added to confinement in her mother's bed chamber, sensibly affected her health; and at the suggestion of Elliott, with whom she contrived to keep up a frequent correspondence, she had at length determined upon opening the fearful communication to her father.

By what means it came to pass, neither she nor Elliott were ever able to discover; but on the morning of the day she had fixed for her desperate *dénouement*, Mr. Hillary returned from the city about two o'clock, most unexpectedly, his manner disturbed, and his countenance pale and distorted. Accompanied by his solicitor, he made his way at once to his daughter's apartment, with his own hand seized her desk, and carried it down to the drawing room and forced it open. Frantic with fury, he was listening to one of Elliott's fondest letters to his daughter being read by his solicitor as she unconsciously entered the drawing-room in walking attire. Old Hillary's lips moved, but his utterance was choked by the tremendous rage which possessed him and forced him almost to the verge of madness. Trembling from head to foot, and his straining eyes apparently starting from their sockets, he pointed to a little heap of opened letters lying on the table, on which stood also her desk. She perceived that all was discovered, and with a smothered scream fell senseless on the floor.—There, as far as her father was concerned, she might have continued; but his companion sprang to the bell, lifted up her inanimate form from the floor, and gave her to the entering servants, who instantly bore her to her room.

Now her treatment of Lord Scamp was accounted for! Her dreadful agitation on first hearing his intentions concerning that young nobleman and herself, was explained. So here was his fondest hope blighted, the sole ambition of his life defeated, and by one of his own, his inferior servants, an outer clerk in his establishment at Mincing Lane! Confounded by a retrospect into the last few months, "Where have been my eyes, my common sense?" he groaned; Oh! I see! I remember! Those cursed days when he came up from the city to me, and when—I must always have her with me! There the mischief was begun; oh, it's clear as the daylight! I've done it! I've done it all! And now, by —! I'll undo it all!"

The next morning Elliott was summoned from the city to Bullion House, whither he repaired accordingly about twelve o'clock, where he found Mr. Hillary and another gentleman—Mr. Jeffreys—seated together at a table covered with papers, both of them obviously agitated.

"So, sir," commenced Mr. Hillary, fixing his furious eyes upon Elliott as he entered, "your villainy's found out, deep as you are?"

"Villainy, sir?" echoed Elliott, indignantly, but turning very pale.

"Yes, sir, villainy! villainy! villainy! it's all found out! Ah—ah—you cursed scoundrel!" exclaimed Mr. Hillary, with quivering lips, and shaking his fist at Elliott.

"For God's sake, Mr. Hillary, be calm!" whispered Mr. Jeffreys, and then addressed Elliott: "Of course, Mr. Elliott, you are aware of the occasion of this dreadful agitation on the part of Mr. Hillary!" Elliott bowed with a stern inquisitive air, but did not open his lips.

"You beggarly brute; you filthy upstart; you—you—" stammered Mr. Hillary, with uncontrollable fury, "your father was a scoundrel before you, sir; he cut his throat, sir!"

Elliott's face whitened in an instant, his expanding eye settled upon Mr. Hillary, and his chest heaved with mighty emotion. It was happy for the old man that Elliott at length recollected in him the father of Mary Hillary. He turned his eye for an instant towards Mr. Jeffreys, who was looking at him with an imploring, compassionate expression.

"Will you take a seat, Mr. Elliott?" said Mr. Jeffreys, mildly. Elliott bowed, but remained standing, his hat grasped by his left hand with convulsive force. "You will make allowance, sir," continued Mr. Jeffreys, "for the dreadful agitation of Mr. Hillary, and reflect that your own conduct has occasioned it."

"So you dare think of marrying my daughter, eh?" thundered Mr. Hillary, as if about to rise from his chair. "By —, but I'll spoil your sport, though—I'll be even with you?" gasped the old man, and sank back panting in his seat.

"You cannot really be in earnest, sir," resumed Mr. Jeffreys, in the same calm and severe tone and manner in which he had spoken from the first, "in thinking yourself entitled to form an attachment and alliance with Miss Hillary!"

"Why am I asked these questions, sir, and in this most extraordinary manner?" inquired Elliott, firmly. "Have I ever said one single syllable?"

"Oh, spare your denials, Mr. Elliott," said Jeffreys, pointing with a bitter smile to the letters lying open on the table at which he sat; "these letters of yours express your feelings and intentions pretty plainly. Believe me, sir, everything is known!"

"Well, sir, and what then?" inquired Elliott, haughtily; those letters, I presume, are mine, addressed to Miss Hillary?" Jeffreys bowed. "Well, sir, I now avow the feelings those letters express. I have formed, however unworthy myself, a fervent attachment to Miss Hillary, and I will die before I disavow it."

"There! hear him! bark to the fellow! I shall go mad—I shall!" almost roared Mr. Hillary, springing out of his chair, and walking to and fro between it and that occupied by Mr. Jeffreys, with hurried steps and vehement gesticulations. "He owns it! he does! the—" and he uttered a perfect volley of execrations. Elliott submitted to them in silence. Mr. Jeffreys again whispered energetically into the ear of his client, who resumed his seat, but with his eyes fixed on Elliott, and muttering vehemently to himself.

"You see, sir, the wretchedness of your most unwarrantable, your artful, nay, your wicked and presumptuous conduct has brought upon this family. I earnestly hope that it is not too late for you to listen to reason—to abandon your insane projects." He paused, and Elliott bowed. "It is in vain," continued Mr. Jeffreys, pointing to the letters, "to conceal our fears that your attentions must have proved acceptable to Miss

Hillary; but we give you credit for more honor, more good sense, than will admit of your carrying further this most unfortunate affair; of your persisting in such a wild—I must speak plainly—such an audacious attachment; one that is utterly unsuitable to your means, your prospects, your station, your birth, your education—"

"You will be pleased, sir, to drop the last two words," interrupted Elliott, sternly.

"Why, you fellow! why you are my clerk! I pay you wages! You're a hired servant of mine!" exclaimed Hillary, with infinite contempt.

"Well, sir," continued Mr. Jeffreys, "this affair is too important to allow our quarreling about words. Common sense must tell you that under no possible view of the case, can you be a suitable match for Miss Hillary; and, therefore, common honesty enjoins the course you ought to pursue. However, sir," he added in a sharper tone, evidently piqued at the composure and firmness maintained by Elliott, "the long and short of it is, that this affair will not be allowed to go further, sir. Mr. Hillary is resolved to prevent it, come what will."

"Aye, so help me, God!" ejaculated Mr. Hillary, casting a ferocious glance at Elliott.

"Well, sir," said Elliott with a sigh, "what would you have me to do? Pray, proceed, sir."

"Immediately renounce all pretensions," replied Mr. Jeffreys, eagerly, "to Miss Hillary; return her letters; pledge yourself to discontinue your attempts to gain her affections, and I am authorised to offer a foreign situation connected with the house you at present serve, and to guarantee you a fixed income of 500*l.* a year."

"Aye! hark'ee, Elliott, I'll do all this, so help me, God!" suddenly interrupted Mr. Hillary, casting a look of imploring agony at Elliott, who bowed respectfully, but made no reply.

"Suppose, sir," continued Mr. Jeffreys, with an anxious and disappointed air, "suppose, sir, for a moment, that Miss Hillary were to entertain equally ardent feelings toward you with those which, in these letters, you have expressed to her; can you, as a man of honor, of delicacy, of spirit, persevere with your addresses where the inevitable consequence of success on your part must be her degradation from the sphere in which she has hitherto moved; her condemnation to straitened circumstances—perhaps to absolute want—for life?"

"He's speaking the truth," said Mr. Hillary, striving to assume a calm manner. "If you do come together after all this, I will leave every penny I have in the world to a hospital or to a jail, in which one of you may perhaps end your days, after all!"

"Perhaps, Mr. Elliott, resumed Jeffreys, "I am to infer from your silence that you doubt, that you disbelieve these threats. If so, I assure you, you are grievously and fatally mistaken!" Again, sir, you may imagine that Miss Hillary has property of her own, at her own disposal. Do not so sadly deceive yourself on that score! Miss Hillary has, at this moment, exactly 600*l.* at her own disposal."

"Aye, only 600*l.*; that's the uttermost penny!"

"And how long is that to last? Come, sir, allow me to ask you what you have to say to all this?" inquired Mr. Jeffreys, folding his arms and leaning back in his chair. Elliott drew a long breath.

"I have but little to say, Mr. Jeffreys, he commenced, with a melancholy but determined air. "However you may suspect me, and misconstrue and misrepresent my character and mo-

tives, I never in my life meditated a dishonorable action." He paused, thinking Mr. Hillary was about to interrupt him, but he was mistaken. Mr. Hillary was silently devouring every word that fell from Elliott, as also Mr. Jeffreys. "I am here as a *hired servant*, indeed," resumed Elliott, with a sigh, "and I am the son of one who—who—was an unfortunate—" His eyes filled, and his voice faltered. For some seconds there was a dead silence. The perspiration stood in every feature of Mr. Hillary's agitated countenance. "But, of course, all this is nothing here." He gathered courage, and proceeded with a calm and resolute air. "I know how hateful I must appear to you. I *do* deserve bitter reproof, and surely I have had it, for my presumption in aspiring to the hand and heart of Miss Hillary. I tried long to resist the passion that devoured me, but in vain. Miss Hillary knew my destitute situation; she had many opportunities of ascertaining my character; she conceived a noble affection for me; I returned her love; I was obliged to do it secretly, and as far as that goes, I submit to my censure; I feel, I know that I have done wrong! If Miss Hillary chooses to withdraw her affection from me, I will submit though my heart break. If, on the contrary, she continue to love me"—his eye brightened—"I am not cowardly or base enough to undervalue her love." (Here Mr. Hillary struggled with Mr. Jeffreys who, however, succeeded in restraining his client) "If Miss Hillary condescend to become my wife—"

"Oh Lord! oh Lord! oh Lord!" groaned Mr. Hillary, clasping his hands upon his forehead; "open the windows, Mr. Jeffreys, or I shall be smothered; I am dying; I shall go mad!"

"I will retire, sir," said Elliott, addressing Mr. Jeffreys, who was opening the nearest window.

"No, but you shan't though," gasped Mr. Hillary; "you shall stop here!"—he panted for breath. "Hark'ee, sir—d'ye hear, Elliott—listen"—he could not recover his breath. Mr. Jeffreys implored him to take time to be cool. "Yes; now I'm cool enough—I've taken time—to consider—I have! Hark'ee, sir—if you dare to think—of having—my daughter—and if she—is such a cursed fool—as to think of having—you"—he stopped for a few moments for the want of breath—"why—look'ee, sir—so help me God—you may both—both of you—and your children—if you have any—die in the streets—like dogs—I've done with you—both of you—not a farthing—not a morsel of bread." Here he breathed like a hard-run horse. "Now, sir—like a thief as you are!—go on courting—my daughter—marry her! ruin her! go, and believe that all I'm saying is—a lie! go, and hope—that by-and-by, I'll forgive you—and all that—try it, sir! Marry, and see whether I give in! I'll teach you—to rob an old man—of his child! The instant you leave this house, sir—this gentleman—makes my will—he does!—and when I'm dead—you may both of you—go to Doctors' Commons—borrow a shilling, if you can—and see if your names—or your children's—are in it, ha, ha, ha!" He concluded with a bitter and ghastly laugh, snapping his shaking fingers at Elliott. "Get away, sir—marry after this, if you dare!"

Elliott almost reeled out of the room, and did not recollect himself till the groom of his aristocratic competitor, Lord Scamp, whose cab was dashing up to the gates of Bullion House, shouted to him to get out of the way or be run over.

Elliott returned to his desk at Mincing Lane too much agitated and confused, however, to be

able to attend to business. He therefore obtained a reluctant permission to absent himself till to-morrow. He retired early to bed. There, after tossing about for several hours, he at length dropped to sleep, and awoke at an early hour considerably refreshed.

He felt a conviction that Mr. Hillary would be an uncompromising, an inexorable opponent of their marriage.

He felt satisfied that Miss Hillary's attachment to him was ardent and unalterable; and that nothing short of main force would prevent her from adopting any suggestion he might offer. Suppose they married, they would certainly have 600*l.* to commence with; but suppose his health failed him, or from any other cause he should become unable to support himself, a wife, and it might be, a large family, how soon would 600*l.* disappear? And what would be then before them? His heart shrank from exposing the generous and confiding creature whose love he had gained to such terrible dangers.

Thus he communed with himself, but at length he determined on writing a letter, and did so that night.

He was not dismissed, as he had expected, from the service of Mr. Hillary, who retained him at the suggestion of Mr. Jeffreys; that shrewd person feeling that he could then keep Elliott's movements more distinctly under his own eye, and have more frequent opportunities of negotiating with him on behalf of Mr. Hillary. Mr. Jeffreys was incessant in his efforts, both personally and by letter, to induce Elliott to break off the disastrous connection; and from an occasional note which Miss Hillary contrived—despite all the *espionage* to which she was subjected—to smuggle to him, he learned, with poignant sorrow, that his apprehensions of the treatment she would receive at the hands of her father, were but too well founded.

Miss Hillary did really suffer martyrdom at Bullion House at the hands of her father. Every day carresses and curses were alternated, and she felt that she was in fact a *prisoner*; her every movement watched, her every look scrutinized.

Lord Scamp continued his interested and flattering attentions to Miss Hillary, with whom he was continually dining; and at length—a proof of the prodigious ascendancy he had acquired over Mr. Hillary—succeeded in borrowing from him a very considerable sum of money. Hillary soon apprised his lordship of the real nature of the hindrance to his marriage with Miss Hillary; and his lordship, of course, felt it his duty, not to speak of his interest, to foster and inflame the fury of his wished-for father-in-law against his obscure and presumptuous rival. Several schemes were proposed by this worthy couple for the purpose of putting an end to the pretensions and prospects of this “insolent *parvenu* of the outer counting house.” An accidental circumstance at length suggested to them a plot so artful and atrocious, that poor Elliott fell a victim to it.

On returning to the counting-house one day from a little chophouse, at which he had been swallowing a hasty and frugal dinner, he observed indications of some unusual occurrence. No one spoke to him; all seemed to look at him with suspicion and alarm. He had hardly hung up his hat and reseated himself at his desk, when a message was brought to him from Mr. Hillary, who required his immediate attendance in his private room. Thither, therefore, he repaired

with some surprise; and with more surprise, beheld all the partners assembled together, with the head clerk, the solicitor of the firm, and one or two strangers. He had hardly closed the door after himself, when Mr. Hillary pointed to him, saying, “This is your prisoner; take him into custody.”

(TO BE CONTINUED.)

New World of Australia.

A second “new world,” is fast rising into notice and importance in the British possessions in Australia. Its early story is adorned by no romantic adventures like those of Sir Walter Raleigh, nor is it dignified by patriotism or consecrated by the piety of the Pilgrim Fathers of New England. It is only seventy years ago that it was discovered by Captain Cook, and until recently the principal port was stigmatized as “Botany Bay.” But already the numerous and thrifty colonies planted in it, occupy no mean condition in the politics of the mother country, or their production in its commerce. Scarcely sixty years ago Australia was a Terra Incognita to the civilized world, whose inhabitants were a few thinly scattered tribes of savages, apparently making the connecting link between man and brute. Even there, incredible almost as it is, in the rapid resistless progress of civilization, commerce, light and Christianity in the present age, literature, the arts, religion and the love of rational liberty, are taking vital root and will be diffused thence to the uttermost parts of the world.

The convict encampment at Botany Bay has now become the populous and handsome town of Sydney, and the capital of Australia. It is situated on the southern shore of Port Jackson, one of the finest harbors in the world. It is not the mouth of a river, but a large inlet of the sea, having a bold entrance, a mile in width between lofty cliffs. Once in, a vessel is completely land-locked, and may defy wind and wave. It extends twenty miles inland, fourteen of which are good anchorage. Nearly its whole distance it branches off right and left, into a succession of coves or natural docks; affording accommodation for shipping equalled by no other unimproved harbor on the globe. Indeed it is another bay of San Francisco. This and other harbors thronged with shipping from England, India, the Islands of the Pacific, and North and South America, indicate a large amount of Foreign traffic, while numerous coasters and steam vessels are evidence of the extent of domestic intercourse and trade.

In the town itself, though so recent, nothing strikes the eye as being extremely modern. Long lines of well built private residences; numerous and elegantly fitted up shops, resplendent at night with plate glass and gas; extensive warehouses and commodious wharves, cathedrals, churches, chapels, and meeting houses, club houses and theaters even; busy crowds in the streets, and carriages, vehicles of all descriptions, give the appearance of a town centuries old. Five churches belong to the church of England, two of which

are very fine; two are spacious Presbyterian churches; there is one very elegant building belonging to the Congregationalists, capable of accommodating 1500 people; there are several large Wesleyan chapels, including a stupendous edifice with Greek porticos, erected in commemoration of the Wesleyan Centenary—an instructive fact—a monument of Wesley erected by the second generation of Botany Bay! The Catholics have a church and Cathedral, and another English Cathedral is in the process of erection, which, at some future day, will be an elegant structure. Most of these edifices and the other public buildings are constructed of free stone, on a bed of which the town rests. The population of the town is 50,000.—*Religious Telescope.*

Scolding.

We will not say that any who have the scolding propensity are absolutely incurable, but we know some very obstinate cases. We also know some persons who have such a happy mental organization, that they never indulge a petulant spirit. An anecdote will illustrate these cases: Two thriving farmers, A. and B., lived near neighbors, whose wives were patterns of energy, industry, frugality, neatness, etc. Each had been married about fifteen years, and the wife of A. proved to be a termagant, while that of B. had not spoken petulently since her marriage. These men were one day in the midst of an interesting conversation, when the dinner horn from the house of Mr. A. was sounded, and he said to B.: “I must go at once, or my wife will give me such a lecture.” “I really wish,” replied B., “that I could hear my wife scold as yours does, for five minutes, just to see how it would sound, for she has never uttered a crooked word since our marriage.” “Oh!” said A., “get your wife a load of crooked wood, and you will hear it, I warrant you, for nothing makes my wife rave equal to that.” Farmer B. kept his own counsel, and when he went to the forest to prepare his year's supply of wood, he was careful to cut each crooked stick on each side of the curve so as to preserve it entire, and to throw all such sticks in a separate pile, subject to his order. When his old stock of wood was consumed he collected an entire load of these crooked sticks and deposited them at his door, and said nothing. When he came to dinner the next day, he expected the verification of the prophecy; but the meal as usual was well cooked, and in good time, and his wife came to the board with her usual beneficent smile, and said nothing relative to the wood. As the wood wasted away, his curiosity and anxiety increased, till his wife one day said to him: “Husband our wood is nearly exhausted, and if you have any more like the last you brought me, I wish you would get it for it is the best I ever had, it fits round the pots and kettles so nicely.”

I Would not have Thee Young Again.

I would not have thee young again,
 Since I myself am old;
 Not that thy youth was ever vain,
 Or that my age was cold;
 But when upon thy gentle face
 I see the shades of time,
 A thousand memories replace
 The beauties of thy prime

Though from thine eyes of softest blue
 Some light hath passed away,
 Love looked forth as warm and true,
 As on our bridal day.
 I hear thy song and though in part
 'Tis fainter in its tone,
 I heed it not, for still thy heart
 Seems clinging to my own.

Household Words.

Sketches of Western Life.

COL. ARCHIBALD YELL, OF ARKANSAS.

The first case on the docket was called and the plaintiff stood ready. It was an old case and one that had been in litigation for five years. Gen. Smoot arose for the defendant, and remarked in an overbearing tone—

"Our witnesses are absent, and therefore I demand that the case be continued until the next term in course."

"Let the proper affidavit be filed, for not till then can I entertain the motion for a continuance," was the mild reply of the Judge.

"Do you doubt my word as to the facts?" Gen. Smoot exclaimed sharply, and involuntarily raising his huge sword cane.

"Not at all," replied the Judge, with his blandest smile; "but the law requires that the facts justifying a continuance must appear on record, and the court has no power to annul the law, nor any will to see it annulled."

The Judge's calm and business like tone and manner only served to irritate the bully, and he retorted, shaking his sword cane in the direction of the bench. "Whatever may be the law, I, for one, will not learn the principles from the lips of an upstart demagogue and coward."

Judge Yell's blue eyes shot lightning; but he only turned to the clerk and said quietly—"Mr. Clerk you will enter a fine of fifty dollars against Gen. Smoot, as I see him named on my docket for gross contempt of court; and be sure you issue an immediate execution."

He had scarcely enunciated the order, when Gen. Smoot was seen rushing toward him, brandishing his sword cane, all his features writhing with murderous wrath, and pallid as a corpse.

Every glance was fixed on the countenance of the Judge, for all wished to know how he would brook the coming shock of the duelist's fierce assault. But none however, could detect the slightest change in his appearance. His cheek grew neither red nor white, nor a nerve seemed to tremble; his calm eye surveyed the advancing foe, with as little sign of perturbation as a chemist might show scrutinizing the effervescence of some novel mixture. He sat perfectly still, with that slight staff of painted iron in his right hand.

Smoot ascended the platform, and immediately aimed a tremendous blow with his enormous sword cane, full at the head of his foe. At that blow five hundred hearts shuddered, and more than a dozen voices shrieked, for all expected to see the victim's skull shivered into atoms. The general astonishment, then, may be conceived when they beheld the little iron staff describe a quick curve, as the great sword cane flew from Smoot's fingers and fell with a loud clatter at the distance of twenty feet in the hall! The baffled bully uttered a cry of wrath wild as that of some wounded beast of prey, and snatched his bowie knife from his sheath; but ere it was well poised for the desperate plunge, the little iron staff cut another curve, and the big knife followed the sword cane. He then hastily drew a revolving pistol, but before he had time to touch the trigger, his arm was stricken down powerless by his side.

And then for the first time did Judge Yell betray perceptible emotion. He stamped his foot till the platform shook beneath it, and shouted in trumpet tones—"Mr. Clerk, you will blot out this ruffian's name as a foul disgrace from the roll of attorneys. Mr. Sheriff, take the criminal to jail."

The latter officer sprang to obey the mandate, and immediately a scene of confusion ensued that no pen can describe. The braves and myrmidon friends of Gen. Smoot gathered around to obstruct the sheriff, while many of the citizens lent their opportune aid to sustain the authority of the court. Menaces, screams and horrid curses, the ring of impinging and crossing steel, alternate cries of rage and pain, all commingled with the awful explosion of fire arms, blended together a vivid idea of pandemonium. But throughout all the tempestuous strife, two individuals might be observed as leaders in the whirlwind and riders of the storm. The new Judge used his little iron cane with terrible efficacy, crippling limbs, yet sparing life; good natured 'Bill Buffum,' imitating the clemency of his honorable friend, disdaining the employment of either knife or pistol, actually trampled and crushed down all opposition, roaring at every furious blow—"this is the way to preserve order in court," a sentiment which he accompanied with peals of wild laughter. In less than two minutes the party of the Judge triumphed, the clique of Gen. Smoot suffered disastrous defeat, and the bully himself was borne away to prison.

Such was the "debut" of Archibald Yell in Arkansas; and from that day his popularity as a man, as a judge, as a hero and as a politician, went on rapidly and brilliantly increasing, till it eclipsed all the oldest and most powerful names. Within the first year of his emigration he became a candidate for the Governor's chair, and notwithstanding the bitter opposition, he was elected by nine-tenths of the votes polled. At the end of his term he canvassed for Congress, and again swept the State like a hurricane. He continued to serve with success in the supreme councils of

the nation until the period of the war with Mexico. He then resigned, hurried home to Arkansas, and raised a regiment of volunteer cavalry, with which he made all possible dispatch for the scene of action.

Progress of Astronomy.

At the late meeting of the British Association for the Advancement of Science, Sir David Brewster, the President, in his address, paid a high compliment to an American Astronomer, beside making some very interesting remarks on the recent progress of astronomical discovery. The following is an extract from that address:—"The planet Neptune was discovered before a ray of its light had entered the human eye; and by a law of the solar system, just discovered, we can determine the original magnitude of the broken planet long after it has been shivered into fragments, and we might have determined it even after a single fragment had proved its existence. This law we owe to Mr. Daniel Kirkwood, of Pottsville, an humble American, who, like the illustrious Kepler, struggled to find something new among the arithmetical relations of the planetary elements. Between every two adjacent planets there is a point where their attractions are equal. If we call the distance of this point from the sun the radius of a planet's sphere of attraction, then Mr. Kirkwood's law is, that in every planet the square of the length of its year, reckoned in days, varies as the cube of the radius of its sphere of attraction. This law has been verified by more than one American astronomer, and there can be no doubt, as one of them expresses it, that it is at least a physical fact in the mechanism of our system. This law requires the existence of a planet between Mars and Jupiter, and it follows from the law that the broken planet must have been a little larger than Mars, or about 5,000 miles in diameter, and that the length of its day must have been about 57½ hours. The American astronomers regard this law as amounting to a demonstration of the nebular hypothesis of Laplace; but we venture to say that this opinion will not be adopted by the astronomers of England. Among the more recent discoveries within the bounds of our own system, I can not omit to mention those of our distinguished countryman, Mr. Lassell, of Liverpool. By means of a fine 20 feet reflector, constructed by himself, he detected the satellite of Neptune, and more recently, an eighth satellite circulating round Saturn—a discovery which was made on the very same day by Mr. Bond, Director of the Observatory of Cambridge, in the United States.

POPULATION OF CINCINNATI.—By the official returns, the population of Cincinnati proper is 120,000, and including suburbs on this side of the River, 128,000.

☞ A dandy is a chap that would be a lady if he could, but as he can't, does all he can to show the world he is not a man.

How to Kill Clever Children.

BY IRA MAYHEW.

At any time in life, excessive and continued mental exertion is hurtful; but in infancy and early youth, when the structure of the brain is still immature and delicate, permanent injury is more easily produced by injudicious treatment than at any subsequent period. In this respect, the analogy is complete between the brain and the other parts of the body, as is exemplified in the injurious effects of premature exercise of the bones and muscles. Scrofulous and rickety children are the most usual sufferers in this way. They are generally remarkable for large heads, great precocity of understanding, and small, delicate bodies. But in such instances, the great size of the brain, and the acuteness of the mind, are the results of morbid growth, and even with the best management, the child passes the first years of its life constantly on the brink of active disease. Instead, however, of trying to repress its mental activity, as they should, the fond parents, misled by the promise of genius, too often excite it still further by unceasing cultivation and the never-failing stimulus of praise; and finding its progress, for a time, equal to their warmest wishes, they look forward with ecstasy to the day when its talents will break forth and shed a luster on their name. But in exact proportion as the picture becomes brighter to their fancy, the probability of its becoming realized becomes less; for the brain, worn out by premature exertion, either becomes diseased or loses its tone, leaving the mental powers feeble and depressed for the remainder of life. The expected prodigy is thus, in the end, easily outstripped in the social race by many whose dull outset promised him an easy victory.

To him who takes for his guide the necessities of the constitution, it will be obvious that the modes of treatment commonly resorted to should in such cases be reversed; and that, instead of straining to the utmost the already irritable powers of the precocious child, leaving his dull competitors to ripen at leisure, a systematic attempt ought to be made, from early infancy, to rouse to action the languid faculties of the latter, while no pains should be spared to moderate and give tone to the activity of the former. But instead of this, the prematurely intelligent child is generally tasked with lessons at an unusually early age, while the healthy but more backward boy, who requires to be stimulated, is kept at home in idleness merely on account of his backwardness. A double error is here committed, and the consequences to the active-minded boy are not unfrequently the permanent loss both of health and of his envied superiority of intellect.

In speaking of children of this description, Dr. Brigham, in an excellent little work on the influence of mental excitement on health, remarks as follows: "Dangerous forms of scrofulous disease among children have repeatedly fallen under my

observation, for which I could not account in any other way than by supposing that the brain had been excited at the expense of the other parts of the system, and at a time in life when nature is endeavoring to perfect all the organs of the body; and after the disease commenced, I have seen with grief, the influence of the same cause in retarding or preventing recovery. I have seen several affecting and melancholy instances of children, five or six years of age, lingering a while with diseases from which those less gifted readily recover, and at last dying, notwithstanding the utmost efforts to restore them. During their sickness they constantly manifested a passion for books and mental excitement, and were admired for the maturity of their minds. The chance for the recovery of such precocious children is, in my opinion, small, when attacked by disease; and several medical men have informed me that their own observations had led them to form the same opinion, and have remarked that, in two cases of sickness, if one of the patients was a child of superior and highly cultivated mental powers, and the other one equally sick, but whose mind had not been excited by study, they should feel less confident of the recovery of the former than the latter. This mental precocity results from an unnatural development of one organ of the body at the expense of the constitution."

There can be little doubt but that ignorance on the part of parents and teachers, is the principal cause that leads to the too early and excessive cultivation of the minds of children, and especially of such as are precocious and delicate. Hence the necessity of imparting instruction on this subject to both parents and teachers, and to all persons who are in any way charged with the care and education of the young. This necessity becomes the more imperative from the fact that the cupidity of authors and publishers has led to the preparation of "children's books," many of which are announced as purposely prepared "for children from two to three years old?" I might instance advertisements of "Infant Manuals" of botany, geometry and astronomy!

In not a few isolated families, but in many neighborhoods, villages and cities, in various parts of the country, children under three years of age are not only required to commit to memory many verses, texts of Scripture, and stories, but are frequently sent to school for six hours a day. Few children are kept back later than the age of four, unless they reside a great distance from school and some not even then. At home, too, they are induced by all sorts of excitement to learn additional tasks, or peruse juvenile books and magazines, till the nervous system becomes enfeebled, and the health broken. "I have myself," says Dr. Brigham, "seen many children who are supposed to possess almost miraculous mental powers, experiencing these effects and sinking under them. Some of them died early, when but six or eight years of age, but manifested to the last a maturity

of understanding, which only increased the agony of separation. Their minds, like some of the fairest flowers were "no sooner blown than blasted;" others have grown up to manhood, but with feeble bodies and disordered nervous system, which subjected them to hypochondriasis, dyspepsy, and all the Protean forms of nervous disease; others of the class of early prodigies exhibit in manhood but small mental powers, and are the mere passive instrument of those, who, in early life were accounted far their inferiors."

This hot-bed system of education is not confined to the United States, but is practiced less or more in all civilized countries. Dr. Combe, of Scotland, gives an account of one of these early prodigies whose fate he witnessed. The circumstances were exactly such as those above described. The prematurely developed intellect was admired and constantly stimulated by injudicious praise, and by daily exhibition to every visitor who chanced to call. Entertaining books were thrown in its way, reading by the fireside encouraged, play and exercise neglected, the diet allowed to be full and heating, and the appetite pampered by every delicacy. The results were the speedy deterioration of a weak constitution, a high degree of nervous sensibility, deranged digestion, disordered bowels, defective nutrition, and lastly, death, at the very time when the interest excited by the mental precocity was at its height.

Such, however, is the ignorance of the majority of parents and teachers on all physiological subjects, that when one of these infant prodigies dies from erroneous treatment, it is not unusual to publish a memoir of his life, that other parents and teachers may see by what means such transcendent qualities were called forth. Dr. Brigham refers to a memoir of this kind, in which the history of a child, aged four years and eleven months, is narrated as approved by "several judicious persons, ministers and others, all of whom united in the request that it might be published, and all agreed in the opinion that a knowledge of the manner in which the child was treated, together with the results, would be profitable to both parents and children, and a benefit to the cause of education." This infant philosopher was "taught hymns before he could speak plainly;" "reasoned with," and constantly instructed until his last illness, which, "without any assignable cause," put on a violent and unexpected form, and carried him off!

As a warning to others not to force education too soon or too fast, this case may be truly profitable to both parents and children, and a benefit to the cause of education; but as an example to be followed, it assuredly can not be too strongly or too loudly condemned.

There is no flock, however watched and tended,
But one dead lamb is there!
There is no fireside, howsoever defended,
But has one vacant chair."

An Embryo American Sculptor.

John Neal, in a letter to the Portland Advertiser, furnishes the following sketch of a young artist of that city :

We have in this same Portland, at this very moment, a young man, who, if he lives but a few short years, will bear off the highest prize in sculpture from every school in Europe—where originality, tenderness, variety and expression are valued—a young man, who has been away from a country store but a twelvemonth or so, without help or experience, companionship or encouragement (among his brethren) and yet, has already furnished a life medallion of the Saviour, that no mortal can look at, but with a feeling of tenderness and awe; a number of capital busts, and among them two or three, which for simplicity, truthfulness, breadth, life-like individuality, and elevation, were never surpassed. Let me add that he is now occupied with a female figure from the Hebrew Scriptures—the subject unacknowledged, for if it does not tell its own story when finished, he will instantly break it in pieces—and which, if completed, so that the whole may correspond with the wonderful countenance, the touching attitude, and the beautiful anatomy of the parts already finished, will give him a reputation through the world.

Why, it is but a week or ten days ago that he undertook, and accomplished in two hours, what has been a great problem with sculptors for two thousand years—the representation of that moment of sudden death, when life has just left the body, and the muscles have not yet wholly lost their natural expression. He had been reading a newspaper description of Charlotte Corday—and wearying with his labor upon a bust which he had just begun to shape into a life-like portrait—he took up a handful of tempered clay, and within the little time I have mentioned, moulded a head of astonishing beauty, which he gave to the writer, without a hint of what he intended it for—and asked him to say what was the expression he saw there. "Not death," was the reply, "if you meant it for a dead woman, which I gather from the abundant hair floating loose over the slab, you have made a strange mistake."

"Nor is it life—though the eyelids are still quivering, and the beautiful mouth is not fixed for ever, even yet—and the serene, ample forehead has upon it only the shadow death. I see here a look of sudden pain, with solemnity, and sweetness, and great exaltation. It seems to me the moment of separation between soul and body, under circumstances of trial and terror—what is it? What have you been hoping to do? To tell you the truth, I have seen it before, and it was shown me by another, not an hour ago, when your back was turned, as the portrait of a drowned woman—a shocking failure I said then, and say now, if that was your intention." A quiet smile, with a significant pointing of the forefinger toward the neck, which, without telling the story, indicated the kind of representor, was the only reply.

Philosophy of Freezing Water.

[Synopsis of a paper lately read at a meeting of the Royal Institution, by Prof. Faraday, "On certain conditions of freezing water."]

The first point illustrated was the extraordinary affinity of water for other bodies, the proof of which was the heat evolved when water was poured on dry, or anhydrous sulphate of copper. He could show, he said, a thousand instances of attraction of water, yet notwithstanding, ice (particles of water associated together) exhibits the perfect expulsion from water of every other thing. There is no purer substance in nature than ice (a most beautiful block, 140 pounds weight, from Norway, as transparent and clear as air, was in the theater,) and if water was made impure purposely, every impurity would be expelled in the act of freezing. One proof of this nature is, that in sea water ice there is no trace of salt. The proofs brought forward was the effects of tests on specimens of water. Cistern and well water were clouded with muriates by nitrate of silver, but in the water from the melted Norway ice, there were none. And again under the solution of soap test, proving the presence of sulphates, which render water hard, the ice water gave the lather at once to a single drop, but seven or eight portions of the test were required to produce the same effect in either of the others. This was a true measure of difference of purity, but, under the finest tests, no trace of saline impurity could be detected in the ice water.

The next experiment, freezing a solution of indigo, showed how completely matter was expelled. To produce transparent ice artificially is difficult—it is always impure or turbid from air; he had tried boiling, and repeated distillation, to drive out the air, but he never could get clear ice. He then thought of brushing over the water whilst it was freezing, and he succeeded. This operation he performed in the indigo solution, by turning a feather round constantly in the tube placed in the freezing mixture; the particles of ice being thus kept separate to allow the foreign matter and air to escape. A vesicle of ice, perfectly transparent, was withdrawn from the tube, which, when dissolved, was perfectly colorless. Sulphuric acid was also similarly expelled. The ice of the acid water stirred with the same feather as in the indigo experiment, exhibited no bubble, no irregularity, no tinge of color, and the ice water no acid power. Ammonia, likewise, as being a body of an opposite class, was shown to be subject to the same expulsion. There was no trace of ammonia in the ice or ice water, and the ammonia left behind in the water whence the ice was taken had increased its strength. The fact, however, of expulsion in regard to air, is most curious; the affinity is stronger, owing to the necessity of air for the existence, in water, of animals and plants, and it is most difficult to expel air from water. Freezing sets it free, although, as in ordinary ice, full of ice bubbles, it comes

mechanically mixed with the ice particles. What particular condition there may be by which air escapes in the Norway and American lakes, Mr. Faraday could not say, but he could say that if disturbed whilst freezing, the ice would be clear and pure like the Norway block before him, like that seen at water falls, or the icicles he remembered seeing after the burning of the Argyle Rooms. In both the latter cases the air is dashed away as the water was thrown against the ice or icicle. When Mr. Faraday found that ice contained no air, he wrote to Prof. Donnet, of Brussels—who discovered that water free from air did not boil until its temperature was raised 300 deg. F., and that it then burst out at once—to ask him whether water from ice similarly explodes, and to try it under oil. He did try it, and the ice water did explode. This experiment, placing pieces of ice in small flasks of oil over spirit lamps, melting and heating up to explosion, was, like the other several illustrations of the evening, most successfully exhibited. In conclusion, Mr. Faraday remarked upon another point the ice discloses—namely: the power of solidifying possessed by particles in contact with two particles, and upon Professor Thompson's recent discovery, that pressure influences the freezing of water or the thawing of ice.

Col. Benton.

Benton discharged all sorts of missiles at the head of an adversary like a catapult. Tropes, metaphors, similes, unsavory allusions, vituperative epithets, damnable personalities, he hurled upon the victim of his temporary anger. He neither sought nor gave quarter; one of the regular Black Hussars of debate. His manner, if possible, was yet more excited than his language; and his voice more belligerent than either. His whole attitude was defiance, and each gesture a provocation. An indifferent auditor might suppose from the extravagance of his manner, and the language occasionally, that he was 'running a muck. *Habel fanum in cornua*, was at such times the proper solution of his conduct.

His speech was as often extraordinary as his manner. He brought together such a mass of crude, undigested, indigestible compilations, overwhelming the subject matter in its accidents, so much useless accumulation, disjointed and inconsequent facts, impertinent allusions, and loose though labored analogies, one could not but imagine that he had made a foray into the territory of history, and seized upon booty, of which he neither knew the value, nor cared for the destination.

Too often, whatever there was of invincible logic in his declamation, was lost in diffusive speech, in useless generalities, unconnected episodes, and uncalled for personalities. His egotism at this time was almost ferocious. It interpenetrated every part of his speech, and made it sometimes absurd, sometimes farcical, and always offensive. But whenever for a time he forgot

himself in his subject, and became wholly absorbed in his consideration, he was an antagonist not to be despised. He had read much, he had observed much, he had hoarded much; and whatever he had read, observed or hoarded, he held at a moment's command. If he could but bring his facts and illustrations into line, so as to bear down in compact array upon the enemy's center, he pierced it, and secured victory. But it was unfortunate for him that his facts, undisciplined and irregular, lung back upon the very point of engagement, and recoiled, like elephants in Indian armies, upon their own friends.

I speak of him as he was. Twenty years have passed since this debate took place. The closer study of mankind, of books, and himself, has liberalized his temper, chastened his style, and subdued his manner. He commits no such solecisms of thought or conduct as formerly.—He arrogates less for his own position now and concedes more to his opponent's. His speech is less discursive and more argumentative; it neglects persons and embraces propositions; is more suggestive, logical and final. Still though his deportment has more suavity, his manner more amenity, and his speech less personality than of old, he does not roar you now as gently an 'twere any nightingale. He is Boanerges still.

R. W. March.

A Valuable Gift.

Once upon a time, at the gathering of "fine spirits" at Drayton Manor, Dr. Buckland, Sir William Follett, and Mr. George Stephenson were among the guests assembled. Sir William having the leading professor of geology at the same table with the expounder of new notions on stratification, contrived to bring them into intellectual collision. Mr. Stephenson disputed the facts of the formation as alleged, and Dr. Buckland defended them; and the latter combatted the arguments of his adversary with such happy fluency and facile reference, that he crushed his adversary with as much apparent ease as one of the engineer's own locomotives would an obtruding rabbit, when the engine was going at the rate of forty miles an hour. Mr. Stephenson felt that he was worsted, not defeated; but being pleasantly and politely "chafed," the efforts he made to recover his position only served to aggravate the pain of his wounds. Although it was but a friendly controversy, he was considerably irritated, and slept but little that night. He was up early next morning, and sought to cool his temper in the spacious garden of Drayton Manor. He had not taken many turns on the silicia when Sir William Follett made his appearance. His first salutation was,

"George, you made a pretty fool of yourself last night."

"I have a strong suspicion of that kind myself, Sir William," replied Mr. Stephenson; "but I am convinced that I was right, after all."

"To be sure you were," said Sir William; "but

you cannot talk. I never heard such a bungler. You were full of facts—wonderful facts—and Buckland had only sophistry and assertion to oppose to your facts. He beat you to a stand still because you had no rhetoric."

"Sir William, I am no lawyer."

"But I am. Come, sit down in this alcove; and now, before we are called to breakfast, repeat to me your whole theory."

Mr. Stephenson did as Sir William wished. He went through the process of fire and water, the operations of electricity, the position of strata, etc.

"That will do," said Sir William. "Now at dinner to-day hold your tongue; leave Buckland to me."

After dinner, Dr. Buckland, excited by the triumph of the preceding evening, soon introduced mineralogy. Sir William, in his gentle, quiet way, drew him into a controversy, closed upon him, out-talked him, and prostrated the professor as effectually as the professor had overthrown the engineer the evening before. Sir William enjoyed the encounter; no one was displeased, and as they rose to retire, Sir William whispered, "what do you think now, George?"

"Think!" replied Mr. Stephenson. "I think there is nothing on earth, or in it, like the gift of the gab."—*Watchman and Reflector.*

Thrilling Adventure.

We heard the other day a story related by an old sailor, Captain Jacobs, which made a great impression upon us, and which we wish we could repeat with the unction of the nautical phraseology of the worthy narrator.

It occurred during the last war, the captain, who is a native of Plymouth, was running on the coast in a schooner laden with flour. He had nearly reached his destination when he was overhauled by the enemy's frigate, who ordered him peremptorily to heave a line aboard. There was no resisting the command, for the schooner was without arms, and the tender full of marines and sailors armed to the teeth with pistols, cutlasses and muskets. The captain had a light but fair breeze aloft, his sails drew and he was driving near a reef, the entrance to which he was perfectly familiar with, and once inside which, he was sure of making port, undisturbed by the tender.

In this view he ordered one of his men forward with a line, and in a clear, stentorian voice, perfectly audible on board the tender, sung out—

"Heave your line aboard!" then added in a whisper, so as to be heard only by his men "*Heave it short!*"

The Yankee sailor caught the hint, and hove according to directions. The end of the line fell splashing in the water.

High above the execrations of the English officer commanding the tender, rose the roar of the indignant Yankee skipper.

"Is that the way to heave a line you lubberly son of a land crab? Heave the line ship shape,

you lubber, or I'll cut your liver out. *Heave it short!*"

Again the line fell short, and the Yankee captain and the English captain vied with each other in showering imprecations and invectives on the head of the blundering 'land lubber.' Meanwhile the breeze was freshening, and the schooner drawing nearer the reef.

Again and again the order to heave was given, with the same undertone and addition, and the same result. The Englishman began to smell a rat, and just as the Yankee skipper threw himself flat on the deck, and made his men follow his example, the report of a dozen muskets was heard, and a shower of bullets came whistling through the rigging.

"Let them fire," said the Yankee, "I'll show them a clean pair of heels."

And taking the tiller between his heels as he lay upon the deck, he ran the schooner cleverly inside the reef.

They were soon out of gun shot from the baffled tender. Up went the stripes and stars with a hearty cheer from the marines, and an old one eyed sea dog pulled out a fife and gave them "Yankee Doodle" in strains as melodious as the triumphant notes of a porker that had escaped the butcher's knife. Captain Jacobs saved his bacon and his flour, too.—*Maine Democrat.*

Acuteness of the sheep's Ears.

James Hogg, the Etterick Shepherd, says: "The acuteness of the sheep's ear surpasses all things in nature that I know of. An ewe will distinguish her own lamb's bleat among a thousand, all braying at the same time. Beside, the distinguishment of voice is perfectly reciprocal between the ewe and the lamb, who amid the deafening sound, run to meet one another. There are but a very few things that have ever amused me more than a sheep shearing, and then the sport continues the whole day. We put the flock into a fold, set out all the lambs to the hill, and then set out the ewes to them as they were shorn. The moment that the lamb hears its dam's voice, it rushes from the crowd to meet her; but instead of finding the rough, well clad comfortable mamma, which it left an hour ago, it meets a poor, naked, shivering,—a most deplorable looking creature. It wheels about, and uttering a loud tremulous bleat of despair, flies from the frightful vision. The mother's voice arrests its flight—it returns—flies and returns again, generally for ten or a dozen times before the reconciliation is fairly made up."

Angry Words.

Poison drops of care and sorrow,
Bitter poison drops are they;
Weaving for the coming morrow
Sad memorials of to-day.
Angry words—oh, let them never
From the tongue unbridled slip;
May the heart's best impulse ever
Check them ere they soil the lip.

THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL.

CINCINNATI, DECEMBER 1, 1850.

Have Americans any Educational System?

The question may perhaps be asked, whether the people of the United States have any thing, in the matter of education, peculiar to themselves—any system whose organization, means of support, and modes of control, characterize it as essentially democratic; and whose general form would naturally spring from, and shape itself to, the republican principles of their government. The question is a proper one, and arises from the general conviction that each distinct form of government, silently, but irresistibly, molds to itself all the institutions which originate under it. The truth of this conviction is easily demonstrated, so far as our own government is concerned, for our government is wrought out directly from the will of the people, as are also all our institutions. Springing from the same source, they must have many properties in common. All the features, therefore, which distinguish our government from others, we may expect to see distinctly imprinted not only on our style of thought, our social manners and habits of business, but also upon all the schemes for educational improvement which engage the attention of our people. They all alike originated from republicanism, and all alike bear its broad seal on their front.

The settlement of its great political questions is the first labor of a nation, but as soon as these are adjusted, its intellectual cultivation immediately commences. Our intellectual culture, indeed, began with our existence; but it was not until within the last fifteen or twenty years, that the spirit of democracy began sensibly to diffuse itself through our educational schemes, and, at this day, we see, rapidly developing itself, a general system of education, peculiar to us as a people, perfectly symmetrical in all its parts, and in grand harmony with the form of government we are proud to call our own.

This system we shall designate as the Great American System, for though somewhat late in its development, it is the genuine production of our democratic principles. It is the spontaneous effort of American action to gather around itself a means of intellectual cultivation, extensive enough in its ramifications to come into contact with, and satisfy every want, and flexible enough to adapt itself to every desire, emanating from the great body of the people. It is young America moving herself, and shaking off the forms of education which the iron monarchies of other days had fitted to themselves, and creating herself one which should perfectly embody her own free spirit, and permit its minutest workings to be seen and felt in the loneliest corners of the land.

For the outlines of this system, we naturally turn to our largest towns and cities. There the freedom of thought and deed secured by law to a dense population, render the means of education absolutely necessary, as a safeguard against anarchy—not such partial means as private competence can procure, or as private munificence can bestow, or has been deemed sufficient in those countries where the power of the throne controls the will of the mass, but means ample enough to stretch its arms from the son of the richest to the son of the beggar, and noble enough to be a common pride to all. Our colleges and other higher seminaries of learning, strange as it may seem, were established, endowed and conducted not with any particular view to their adaptation to the republican system of which they were to form a part, but rigidly after the models of Oxford University and other European institutions, which leaning upon a royal purse and basking in aristocratic smiles, were no better fitted to serve the interests of a republican nation,

than a belief in the divine right of kings was to produce republicans. The establishment of our highest grade of schools on a basis peculiar to themselves, with but little relation to the wants of the masses, led to the adoption of that wretched, misshapen, loose jointed system which is seen in the private schools, academies, free schools, charity schools, denominational schools, and schools of all other kinds taken collectively. There is but little compactness, or economy, or beauty, or efficiency about it. It is an image with a head of brass, thighs of iron and feet of mud.

If it be true that this system is ill suited to the genius of our people and the spirit of the times, we shall expect to see some signs of decay betokening its fall and the establishment of something newer and stronger. Our colleges all over the country, are complaining of a want of patronage. While our population has been increasing with a rapidity almost beyond precedent, the annual College Reports show that the aggregate number of students has, during the last few years, remained stationary or retrograded. The late important changes in Brown University—changes imperatively demanded by the wants of a people conscious that their hands and brains can never be sinecures to them—and the great favor which those changes have met with from the guardians of collegiate instruction in other places, shows too plainly to be misunderstood, the drift of the educational movements of the day. In Massachusetts the entire system of Academies, which were in fact little more than door steps to colleges, and which considered it a far more glorious deed to send up a Salutatorian than to impart intellectual vigor and efficiency to a race of farmers and artisans, has dwindled down to a shadow. In the rest of the New England States where the spirit of educational progress has penetrated, academies and all other schools which are disavowed, either by their grade or conditions of attendance, from the schools for the masses, are fast passing away. In the state of New York, the decrease in the number of academies for the last six years has been more than thirty per cent. In Ohio, whose educational demands have increased in unparalleled ratio within the last five years, no new academy buildings are being built, and the old ones are rapidly giving way to a new and better state of things.

We now naturally inquire what agency has sprung up to supply the fast increasing educational want? The children have turned away from the dried breasts of the old collegiate system, and another mother must give them nourishment. In the city of Boston, the Common School, the American School, free as the air of heaven, founded on the wants and hopes of the multitude, with its grasp upon the myriad arms that move the government, has risen high above all opposition and stands without a rival. Aristocratic schools, denominational schools and all other schools not, like it, thoroughly drenched with the spirit which animates our governmental institutions, have moved from its path as from the tread of a mammoth. The secret of their wonderful success is undoubtedly to be sought for in their complete adaptation to the wants of a republican people. In the Boston schools we see one of the finest developments of the Great American Educational System. So complete and symmetrical in structure are they that the human being takes in them the first rudimental instructions, and is then led along and upward by gradations as simple and beautiful as its own growth, until it steps forth an American citizen complete. Throughout Massachusetts and New England generally, the system is developing itself in what are termed Union Schools, which are rapidly spreading themselves on every side. By the promises now given, they will in a few years supersede every other means of education, and give to the United States a system eminently democratic in its origin and influence, peculiarly fitted to the spirit of our people and the nature of our country, economical, low

enough to reach the lowest and high enough to cover the tallest. In Philadelphia the system headed by a Central High School, has completely silenced all competition. All other schemes are like sickly plants under the boughs of a majestic oak.

(TO BE CONTINUED.)

Grammar; Exercises in Parsing.

Teachers not unfrequently find difficulty in interesting classes in *parsing*, as the exercise is generally conducted, and especially in confining the attention of the class during the recitation. The following methods have been found very successful in remedying some of the evils often complained of.

I. ORTHOGRAPHIC PARSING.

Assign to the class for examination some five or six words and require them, first, to determine the number of elementary sounds contained in each; second, to classify the sounds as *vocal, subvocal or aspirate*; and third, to classify the letters or combination of letters employed in representing the sounds, as *vowels, diphthongs, digraphs, or trigraphs, consonants, double-consonants or combinations*. To prove the accuracy of their results, the number of the several classes of sounds, of the classes of characters employed to represent them should be equal to each other, and to the whole number of sounds first given.

II. ORTHOEPIC PARSING.

Give for examination a paragraph containing four, six, eight or ten lines of prose or poetry, and require the class, first, to count all the words in the paragraph, second, to count all the monosyllables, dissyllables, trissyllables and polysyllables, and compare their sum with the whole number. Then let them ascertain how many of the words containing more than one syllable, are accented on the first, on the second, on the third, and on the fourth syllable, etc.

Next require the number of words which have one, two and three (primary, secondary and tertiary,) accents; and those which have the common, or *articulatory* accent, as in *conformity*, of those which have the *discriminative* as, *subject, subject*, and of those which have the *rhetorical* accent, as he will *ascend*, but they must *descend*.

III. ETYMOLOGICAL PARSING.

Assign the passage and let the words be counted as before; then require the number of simple and of compound words; next, the number of primitives and derivatives; the number of derivatives formed by the use of prefixes alone, by the use of suffixes, and by the use of both; require the meaning of the radicals and the prefixes and suffixes employed; and lastly, the definition of the words as used in the passage.

The study of arithmetic is often extolled for the absolute certainty attending the result of its operations, while grammar is frequently represented as a study in which only *probable* conclusions could be reached by the most expert: it will be readily seen that these exercises furnish opportunity for the attainment of absolute accuracy. Such lessons may be studied beforehand and the results presented at the recitation in writing, or the investigation may be made by the whole class on the recitation-seat in the presence of the Teacher. It will generally be best to go through with these exercises at recitation, until the scholars become familiar with the mode of executing them, the Teacher counting and noting his results at the same time with the scholars.

Etymology. NUMBER ONE.

The study of Etymology receives too little attention in our schools: we propose in this number to present some facts illustrating its utility and importance, and in subsequent numbers to indicate a method by which it may be profitably taught in common or other schools, either with or without a text-book.

Etymology, proper, treats of the origin, formation and derivation of words. The words now constituting the English language are derived from many different languages and dialects: they are classified by Dr. Webster, (*Introduction to the Quarto Dictionary*, p. 26,) under eight different heads. They are thus classified by Prof. Fowler (*Grammar*, p. 76):

1. Celtic words found either in the Gaelic or the Cambrian.
2. Latin words, introduced at different periods;
3. Saxon words, from the Teutonic branch of the Gothic;
4. Danish words of the Scandinavian branch of the Gothic;
5. Norman, a mixture of French and Scandinavian
6. Contributions from the Greek, French, Italian, Spanish, German and other modern languages.

The Saxon is regarded as the basis of our language: from it we have at least 23,000 words: to it the English "owes its general form and structure; all the particles on which its syntax depends; all its pronouns and conjunctions, its articles and numerical adjectives; nearly all its prepositions, most of its monosyllables, and, indeed, all the words that are most frequently repeated on the same page." From careful observation and examination it has been ascertained that four-fifths of the words used in conversation and in standard English authors are of Saxon origin; of 66 words contained in the Lord's Prayer, all, but debt, debtor, temptation, deliver and glory, are Saxon: of 1522 words, contained in sentences selected at random from 16 standard authors, only 291, or less than one-fifth have any other origin; and in the first chapter of the Gospel of John containing 1,003 words, excepting 53 proper names, all but 55 are Saxon words.

It is not easy to determine precisely how many words there are in our language at the present time, and the number has therefore been variously estimated at different times during the last few years, at from 40,000 to 70,000 or 80,000. In the *Edinburgh Review*, vol. lxx, the number is stated to be about 38,000, and the number of Saxon words, 23,000, or about five-eighths of the whole number. Whatever may be the precise number, it may be safely stated that an acquaintance with the meaning of about 40,000 words is necessary to give one the ability to use the language fluently. To acquire the meaning of such a number of words might at first seem a hopeless task, but a careful investigation has ascertained that the great body of our language is formed from some 8,000 or 10,000 radical words by the use of some 150 prefixes and 50 suffixes. The prefixes are said to enter into and modify the meaning of some 40,000, and the suffixes, some 50,000 words. The Saxon prefix, *un*, affects the meaning of about 3,000 words, and the suffix, *ness*, enters into 1,300: the radical, *facio*, in some of its forms is found in more than 500; and several other prefixes and suffixes might be mentioned which are formed in some thousands, and numerous radicals which enter into hundreds of words.

These facts show that the proper course for the student, who would become master of our noble language, is, first, to make himself thoroughly acquainted with the meaning and use of its prefixes and suffixes, and, second, to learn its radical or primitive words as fast as possible.

State Teachers' Association.

The annual meeting of this Association will commence on Wednesday, December 25th, and probably continue two or three days. The officers for the ensuing year are to be chosen, and much business of great interest and importance is to be transacted. We understand that the whole scheme for the more complete supervision of the whole State, which has agitated the minds of the teachers for more than a year, will be

brought up and thoroughly canvassed. As the present session of the Legislature is to fill the appointments required by it, it is thought advisable that the Association nominate individuals to carry the scheme into operation, and recommend them to the Legislature. The Executive Committee have not thought proper to make out any formal programme of exercises, but to give the teachers present an opportunity to bring forward and have discussed such resolutions and questions as may seem to them interesting and useful. Addresses and reports will be made before the Association. Quite a number of questions and resolutions have been received, which we will present.

Resolved, That the grounds of opposition which the late dissensions in the State of New York, regarding the great question of Free Schools, should be carefully considered by the Teachers of this State, in order that they may be prepared for any similar emergency occurring among us.

Resolved, That the evils of truancy in schools is of sufficient magnitude to justify an application to the State Legislature for the enactment of a penal statute to stop it.

Resolved, That it is the duty of Teachers to direct the public mind to the relations of the Common School System to our Social and Civil Organization, by means of the public press.

Resolved, That we consider it the duty of Parents to visit frequently the Schools where their Children attend, as one of the best means of securing that hearty sympathy and co-operation on their part, which the best interests of our Common Schools demand.

Resolved, That this Association urgently request that the Legislature will appoint, during the present session, a suitable Commissioner to revise, amend and systematize the School Law of Ohio, provided the State Board of Public Instruction be not appointed, and otherwise, to instruct said Board in the premises.

Resolved, That this Association nominate ten practical Teachers, who have no connection with the public press or with publishing houses, as suitable persons from whom the Legislature may select the members of the State Board of Instruction.

Resolved, That the Constitutional Convention now in session be respectfully requested to effectuate the recommendations of the last session of this Association with regard to Normal Schools and a State Board of Instruction.

What general system of discipline should we seek to establish and sustain in our schools?

What are the best methods of maintaining the best system of discipline?

In what consists the best preparation by the teacher to conduct recitations?

What is the best method of conducting recitations?

Notices and Reviews of Books, etc.

Under this head it is our intention to announce, from time to time, such educational publications, school books, maps, charts, etc., as may be forwarded to us for that purpose, and to notice or review treatises on the sciences, works on the theory and practice of teaching, or those suitable for reference; but to refrain from comparing rival text books, and recommending or indorsing school books which are so easily obtained that all teachers and others interested may have as good opportunity as ourselves for examining and comparing them.

Publishers may forward to the editor at Columbus, or to either of the editors in Cincinnati, as may be most convenient.

NEW PUBLICATIONS.

FOWLER'S GRAMMAR: *The English Language in its Elements and Forms, with a History of its Origin and Developments, designed for Colleges and Schools.* By WM. C. FOWLER, late Professor of Rhetoric in Amherst College. Harper & Brothers; pp. 616, 8vo.

This is an admirable work, containing a great amount of valuable information, on nearly every department of the science of the English language, well arranged, and brought into such a compass that it is easily accessible, and convenient for reference. The plan of the work is comprehensive, and every department seems to have been ably executed. It is divided into eight parts: the first is devoted to the history of the language, and con-

tains, in addition to some views of the general relations of language, a history of the origin, formation, or development, tendencies and prospects of the English language; the second treats of the Phonology, including the elementary sounds, etc., their classification, accent, and pronunciation, forming a very complete treatise on Orthoepey; the third treats of Orthography, and beside the principles, rules, and their application, contains an interesting chapter on the alphabets of different languages; the fourth is devoted to Etymology, (as the term is commonly applied, including the Parts of Speech, their classes and inflections, and Etymology proper, or the formation of derivative words by the use of prefixes, affixes, etc.; the fifth contains a succinct treatise on Logic and the Logical Forms of language; the sixth treats of Syntax and Syntactical Forms; the seventh, of Rhetoric and Rhetorical Forms; and the eighth, of Poetical Forms, Versification, etc., or Prosody.

Treatises on English Grammar have been rapidly multiplied within a few years, and many excellent school books may be found among them, but a treatise on "Higher Grammar," a suitable text book for advanced classes, a work of reference for teachers, and all who wish to become thoroughly acquainted with the history, the genius, and the capabilities of the English language, has been a desideratum. How far this work will answer this demand, a more careful study of its contents alone can enable us to determine; but no one can read a single chapter without feeling an interest in the work, and the student who is really in love with the study will find it a mine of rich and varied treasure. To all who desire to obtain such a work it may be commended without hesitation. It will be found a much more practical work than that of Dr. Latham and other English authors on the subject. Our columns will hereafter be enriched by quotations from its pages.

The Earth and Man: Lectures on Comparative Physical Geography, in its relation to the History of Mankind. By ARNOLD GUYOT, Professor of Physical Geography and History, at Neuchâtel, Switzerland. Boston: Gould, Kendall & Lincoln; pp. 310.

This volume contains a series of lectures delivered by the author in Boston, early in 1849. It is one of the best, if not the most valuable and interesting work which has ever appeared on this subject: it invests the subject of Comparative Physical Geography with a new and thrilling interest. Beside the work of Humboldt, valuable treatises on this subject are contained in the *Encyclopædia of Geography*, in Malte Brun, in Somerville's *Physical Geography*; and interesting articles are found in many of the encyclopædias, in Woodbridge's *Universal Geography*, and in the tracts of the British Society for the Diffusion of Useful Knowledge; but most of these are occupied mainly with a detail of facts; this is a book of principles, as well as facts. Valuable as are the others, and many of them are almost invaluable, no one who wishes to teach or to understand this subject, can well dispense with the work of Prof. Guyot.

THE UNIT

Is the name of a new monthly periodical which has lately come to us from the city of New York. It is the organ of a new spiritual religious philosophy, and aspires to explain and classify all the lately discovered manifestations of the soul, such as Mesmerism, Swedenborgianism, Davi's Revelations, etc. The names of its editors are not given to the public, but the paper can be obtained at Redfield's. We have received only two numbers, but the originality of thought and vigor of style which distinguish their articles will not fail to attract much attention. There is a bold, freebooting air about this paper which will cause it to be sought after, and give it considerable influence, if the cool freedom with which it handles men and measures be restrained from degenerating into impudent license. In the first

number we find one of the New York teachers hung up to the public gaze, and the whole man quite minutely dissected. The anatomist does not try to withhold his minutest impression of the man, whether favorable or unfavorable. He pokes over all his faults, foibles, excellencies, etc., and passes his remarks and criticisms upon them with as much indifference and skill as we have seen lecturers pick up and describe the muscles of the human body. The last number contains what professes to be Horace Greeley anatomized. The article is written with much power and discrimination; but while reading it we could not divest ourselves of the impression that the writer enjoyed himself vastly, not only with such a good subject on which to exercise his cutting up skill, but also with such a good opportunity to gratify a splenetic, revengeful feeling, which, to us, seemed to give a wrong coloring to the whole. The paper is a curiosity in performance and pretension.

A New Work on National Popular Education.

The Hon. Ira Mayhew, A. M., late Superintendent of the Board of Public Instruction in the State of Michigan, has prepared a 12mo. volume of 467 pages, on the above subject. The experience and reflections of Mr. Mayhew were embodied for the use of parents and teachers, etc., in accordance with a resolution passed by the Senate and House of Representatives of Michigan. The book is published by Harper & Brothers, N. Y. The work is noticed very favorably indeed by the press, and coming from such a man as Mr. M., "*the Horace Mann of the West*," is in all probability a work of great practical value. We have not had the pleasure of seeing the book, however, and so will not venture to speak of it on our own responsibility. As soon as we can examine and speak for ourselves, we shall take pleasure in doing so.

Anti Free School Movements.

The exertions of the warm friends of schools in New York, to secure such provisions on the statute book as will conduce to the highest advancement of popular education through the State, have stirred up the spirit of opposition to such a degree that the opposers of the school law actually held a convention in the town of Chemung. Two judges, whom we never heard of before, and one Senator, (Guinip,) whose name we shall probably never see again, and two Esqrs., appear as the god-fathers of the concern. It was unanimously resolved:

That the legislature of 1849, in framing the school law, and then submitting it to the people, have tampered with grave questions of public interest, for which they are worthy to be condemned by all.

That the legislature of 1850, after many petitions for the unconditional repeal of the law, should have repealed it.

That if "*the life of Free Schools depends upon the taking of one man's property for the purpose of educating another man's children, they ought not to exist.*"

That the growing disregard of the rights of property involved in sustaining this law, affords just cause of alarm for the stability of our institutions.

That to submit a law directly to the people themselves, for approval or disapproval, is not half so republican as to let the matter be determined by the representatives of the people.

That a sound educational sentiment is far more desirable than all mere systems, and the discussions on the school question are well calculated to disgust the people with the whole subject of popular education.

That we are in favor of a simple, plain, ample system of popular education, without Normal Schools, Teachers' Institutes, School Journals, supported by the State, or herds of school officers; and without the monstrous absurdity that the duty of education depends upon the property of the State more than upon the parents and guardians of the children.

That for the District School Journal to receive thousands from the State, and then oppose the wishes of a large portion of the people, is only equalled by the suppression of free opinion in France, by Louis Napoleon.

That freedom from taxes to meet unnecessary expenses, is the essence of liberty, and that the obligation to pay taxes for purposes in which the payer has no interest, is the essence of tyranny.

That all compulsory school establishments are as oppressive as church establishments, and that arguments supporting one will support the other.

That the amendments to the School Act by the Assembly and the Senate are unjust and unequal, and will be of no benefit to education.

That we earnestly urge on our fellow citizens, opposed to the present school system, to organize and hold meetings throughout the State.

In the proceedings, as referred to above, forming a part of the educational discussions in the State of New York, there is only a single question which we regard as of any practical importance, and that is, *Ought the property of a State to educate the children of the State?* The rest is mere foam. But this question, though not new, nor of doubtful answer to the more advanced educators of the age, has not yet stood in light to the great masses of the people. To many it is paradoxical. The educational tendencies of the times are fast hastening to answer it, and the period is not far distant, we think, when it will be considered but a paraphrase of, *Ought the property of a State to support the government of the State?*

Great Victory.

The New York Tribune, in announcing the result of the late election in New York, says:

We announce, with no common satisfaction, the signal triumph of FREE SCHOOLS at the recent election. Our returns are as yet very imperfect and scattered, but they induce us to believe that the State canvass will show a majority against the repeal of the Free School Law of 50,000 to 100,000. We hear of majorities for repeal in very few localities, while majorities against repeal are numerous and abundant. We think this city has given at least 30,000 majority against repeal; had a full vote been polled, it would have been forty thousand. Many votes were lost through inattention; some for want of ballots. However, "enough is as good as a feast," and we feel confident that education, free to all, has been re-affirmed as a cardinal principle of our political system, by a large majority. Now let the new legislature silence all constitutional cavils by re-enacting the law, with whatever modifications and improvements experience may have suggested, and New York will have set her sister States, south and west of her, a noble example. Free Schools for all and forever!!

Educational Intelligence.

By the politeness of Mr. A. W. Dennis, the Auditor of Licking county, we have been favored with a copy of his Second Annual Circular, as County Superintendent of Schools, to the Township Superintendents and School Directors of the county.

This is a document of forty-eight pages, and contains beside the Superintendent's Circular, in which are hints, suggestions, &c., to the Township and District School Officers,—1. Extracts from the last Report of the State Superintendent; 2d, The Report of the Schools in Licking County, for 1849, as communicated to the County Superintendent; 3d, The Acts, for securing the Returns of the Statistics of Common Schools, in relation to District Tax, providing for Annual Meetings and Maps of School Districts, requiring English Grammar and Geography to be taught, for the encouragement of Teachers' Institutes, for the better regulation of Public Schools in cities, towns and villages, and for the appointment of a State Board of Public Instruction; 4th, the amount of school money apportioned to the several townships of the county; 5th, the Catalogue and Proceedings of the Teachers' Institute attended in Granville in October in 1849; and 6th, the names of those employed as Teachers in the Common Schools of the county, during the year ending November 1st, 1849.

From the table of contents, it will be evident that this Circular is a very convenient and valuable manual for every school officer and friend of education. Would that many other counties were favored with a Superin-

tendent willing to do as much for the improvement of the schools under his charge. We suggest the inquiry, whether a moderate expenditure for the printing of such a Circular in every county would not be the means of awakening interest in the subject which would more than compensate for the cost.

The Trumbull County Teachers' Association held a most interesting session in Hartford, on the 14th of September last. The exercises consisted of an Address, Reports of Vigilance Committee on the condition of Schools, School Houses, etc., and the discussion of Resolutions. Resolutions were reported in favor of Free Schools, and of requiring children to attend them; approving the Act for the appointment of a State Board of Public Instruction, and recommending that none but experienced practical Teachers be appointed Superintendents; urging School Examiners to conduct examinations in public, and utterly refuse certificates to all who are found unworthy of them. A resolution was passed to inquire of the several candidates for County Commissioner whether they were in favor of liberal appropriations for the improvement of Teachers.

The Clermont County Teachers' Institute held its second semi-annual session during the week commencing on the 7th of October last. Instruction was given during the day by experienced Teachers, and public Lectures were delivered during the day and evening, by Hon. Samuel Lewis, Prof. J. Ray and Mr. C. Robb, and an Essay on Teaching Music in Common Schools was read by Mrs. S. P. B. Parker. An excellent spirit was manifested among the Teachers, and a good degree of interest was awakened among the citizens of the place.

Cincinnati High School.

In the last number of this paper, we adverted to the fact of some arrangements being made to unite the \$200,000 belonging to the Woodward Fund, and the \$60,000 belonging to the Hughes Fund, with the City School Fund, for the purpose of securing accommodations for a Central High School. The arrangement has excited considerable discussion, but has not yet been fully consummated, owing to some difficulty in the details of the contract. With the united funds it is proposed to commence, immediately, the erection of two edifices, at a cost of \$15,000 or \$20,000 each; one on a lot belonging to the Hughes Fund, near the corner of Vine and Ninth streets, which, a few years hence, will be in the eastern part of the city; and the other on the lot at present occupied by Woodward College, in the north eastern part of the city. It is proposed that the schools be denominated the Cincinnati High School; that they be mixed, that is, the pupils be males and females; that the course of study be as now fixed in the Central School; that pupils be admitted, at a certain standard of qualifications, from all the schools in the city indifferently, whether public or private; that the teachers be procured, and their salaries fixed, by the Board of Trustees of the Public Schools; that the buildings each accommodate five hundred pupils, and be opened immediately after the school vacation of 1851. There is considerable doubt at present in regard to the final adjustment of some of the details, relating to the power which shall control the school, etc. It is possible that this disagreement may destroy all hope of a union, though from present indications, we think it highly probable that the amalgamation will ultimately take place.

The Union School plan has been adopted at Titin and Republic. The organization of the schools, however, will not take place until Spring; so a friend informs us.

A spirited Institute at Republic closed its session on the 6th ultimo. The attendance was about seventy. A friend sent us the proceedings, but they came too late for this number.

Public Schools of Columbus.

The following speaks for itself. It is intended to keep parents fully advised in regard to the standing of their children, and if judiciously used, may be the means of much benefit to all concerned.

PUBLIC HIGH SCHOOL, December 1, 1850.

DEAR SIR: During the last — weeks your — has been absent from school — days and — half days; has been tardy or left school before the hour for closing — times; has lost entirely — recitations; has been imperfectly prepared for — recitations; and has been — for whispering or other disorderly conduct — times.

It is doubtless unnecessary to remind you that scholars can not be instructed unless they are here in school, and that they can not be expected to learn unless they have time to study; but the evils of tardiness and irregular attendance can hardly be appreciated by those not familiar with the duties and regulations of the school-room. If scholars are absent from school during the hours of study or of recitation, they not only lose their interest in study, their self-respect as scholars, and find themselves utterly unable to understand their studies, because the connection of the lessons is broken; but they subtract from the interest of the whole school and especially of the classes to which they belong, and thus retard the progress of every other scholar, and dishearten the Teacher and thwart all his efforts for their improvement and for the advancement of the school.

The arrangements of our school are such that no scholar can be expected to progress, as he ought, in his studies, or maintain a respectable standing in his classes or as a member of the school, unless all the school hours are sacredly devoted to the duties of the school; and in addition to this, at least one hour per day should be employed in study at home.

This statement of facts is therefore submitted in the hope that your desire for the improvement and your regard for the standing of your — will, without fail, secure — punctual and regular attendance in future; and that no cause which would not fully justify a Teacher in being absent from school, tardy, or delinquent in his duties, will be deemed by you a valid excuse for delinquency on — part.

In conclusion, permit me to request that you will visit the school as often as possible, and witness the manner in which its exercises are conducted.

Very respectfully, Yours,

Principal.

The School System of Ohio.

We hear the School System of the State of Ohio spoken of quite frequently, its merits and demerits discussed; and the School Laws are quite frequently called in question, and their defects enumerated; and this, perhaps, is not unfrequently done by those who have very little knowledge of the System or the Laws by which it was created, and in accordance with which it is administered.

What then is the School System of Ohio? It is an institution intended by its founder to provide, at public expense, for the instruction of all the youth of proper age who reside in the State. The present system had its origin in an Act of the Legislature, passed March 7th, 1838, and which took effect on the 1st of April following. This act provided for the creation of a permanent State School Fund, for the appointment of a State Superintendent and the election of County and Township Superintendents, for the appointment of County Examiners and the election of a Board of Directors, and the establishment of a school in every School District, and the instruction of these schools during some part of each year by Teachers regularly examined and licensed to teach.

The officers employed in the administration of the system are, first, the Secretary of State, who is *ex officio* State Superintendent of Schools; second, the Auditor of State who has the supervision of the State School Fund; third, the 87 County Auditors, *ex officio* County Superintendents; fourth, the County School Examiners, 261 in number, who, with the Auditor, constitute a County Board of Education; fifth, the Clerks of the 1227 civil Townships, *ex officio*, Township Superintendents; and sixth, the 30,000 or 35,000 School Directors

in the 10,000 or 12,000 School Districts of the State, making an aggregate of more than 35,000 officers thus related to the system: in addition to these, it gives employment for some portion of the year to 12,000 or 15,000 Teachers, and instructs more than half a million of children and youth, and expends for this purpose nearly \$300,000, beside what is raised by voluntary taxation in the several districts.

Such is an outline view of the practical part of our School System. In theory, it assumes that the children and youth within our borders are the children of the State; that, as such, the State has a deep interest on their proper education, and is bound to secure it at public expense, unless it is otherwise secured; and that the property in the State may be legitimately and justly taxed for this purpose.

Boundaries.

The boundary between Texas and Mexico begins at the intersection of the 100th parallel of longitude, with latitude 36 deg. 30 min., and thence runs due west along said parallel of latitude to long. 103; thence south on said meridian of longitude to latitude 32; thence west along said parallel of latitude to the Rio Grande; thence southerly down the Rio Grande to the Gulf of Mexico.

The boundary of the Territory of New Mexico begins at a point on the Colorado river, where the boundary line with the Republic of Mexico crosses the same; thence eastwardly with the said boundary line to the Rio Grande; thence following the main channel of said river to the parallel of the 32d degree of north latitude; thence east with said degree to the intersection with the 103d degree of longitude west of Greenwich; thence north with said degree of longitude to the parallel of 38th degree of north latitude; thence west with said parallel to the summit of the Sierra Madre; thence south with the crest of said mountain to the 37th parallel of north latitude; thence west with said parallel to its intersection with the boundary line of the State of California.

California (now a State) is bounded on the north by (lat. 42) Oregon Territory, on the west by the Pacific Ocean, on the south by Mexico, and on the east as follows, viz: beginning at the intersection of lat. 42 with lon. 120; thence running southerly along said meridian of longitude to lat. 39; thence southeasterly in a straight line to the river Colorado, at the point where it intersects lat. 35; thence down the middle of the channel of said river to the Mexican boundary.

The Territory of Utah is bounded on the west by the State of California, on the north by the territory of Oregon, on the east by the summit of the Rocky Mountain, and on the south by lat. 37 deg.

ITEMS.

Many of our exchanges contain a notice of a plan said to be under consideration by the French Academy of Science, for connecting France and England, by means of a suspension bridge over the English Channel. This bridge is to be suspended in the air by a formidable system of balloons floating above, and held in its position by means of loaded barges sunk to the bottom. We fancy this light-headed affair would dance about pretty considerably lively when the wind was blowing "great guns."

The teachers of Pike County, Ill., send us the proceedings of an Institute held in the town of Barry. The Institute continued two weeks, and was attended by about sixty teachers. Instruction was given in all the common, and in many of the higher branches. Two addresses closed the proceedings.

At the last meeting of our Board of Examiners for the public schools, twenty candidates presented themselves for certificates to teach. Only one individual was deemed qualified.

The piece of poetry which J. H. M. sent us, will appear in our next.

The Board of Directors of the Cincinnati House of Refuge announced the opening of that institution for the reception of delinquents on the first of November last.

The Mahoning County Institute was attended by one hundred and forty individuals, as members; that of Trumbull county, by about one hundred and fifty; that of Ashtabula county, by more than one hundred and sixty. While these efficient and most attractive means for improvement are thus eagerly thronged by those preparing to enter upon the responsible toils of teaching, we would suggest a caution that solitary study and stern self discipline be not neglected. There is an education which shuns the public gaze, as the tender plant shrinks from the eye of the sun. In silence and alone the human intellect shoots forth its finest and strongest tendrils, for the home of genius is solitude.

We have been informed that it is the intention of Mr. Handy, the Principal of the 12th District School in this city, to resign his situation, and enter upon some other business. His health has been for sometime upon the decline, and he thinks by a change of business to regain what will certainly be destroyed if he continues teaching. The school over which he presides is generally known as one of the very best for discipline and instruction in our city. The school will suffer a great loss by his departure.

Mr. Hind, of Bishop's Observatory, London, discovered a new planet on the 13th of September last. It is no great thing to see a planet first, now a-days. In the good times when men quick at figures could prove by mathematical demonstration that there could not possibly be more than seven primary planets in our system, it was quite a glorious thing to hunt up another planet; but since Chaldini has modestly insinuated that millions of bodies may be interspersed among the planets, revolving like them around the sun, the glory has all faded, and the wonder is that more are not discovered. It is proposed to call this last one Victoria.

Discussions are getting to be quite rife for the establishment of a "Great National Society for the Advancement of Learning." It is proposed that a convention of scholars, men of nerve and ability, assemble at Washington, sometime in the winter. We hope that ambitious mediocre men will keep aloof from this thing, at least until it be strong enough to bear their dull weight.

A National University, an institution of high order, is soon to be established in the immediate vicinity of Cleveland. Two hundred acres of land have been secured for this purpose, lying principally on the heights south of the city. From fifty to seventy-five acres are to be reserved for cultivation, by the students wishing to engage in manual labor. The balance is to be laid out in lots and sold for the endowment of the professorships. The plan of education is to be similar to that adopted at Brown University, R. I. Asa Mahan, D. D. formerly president of Oberlin Institute, is to be at the head of the new institution which is understood to be a rival to the Oberlin School.

The Board of Trustees and Visitors of Cincinnati Common Schools have offered a premium of fifty dollars for the best plan for a public school building, for this city. The plan is to be subject to approval or rejection by said Board.

Messrs. Brown & Little, of Boston, have recently published "the Works of John Adams," second President of the United States. The work is mostly made up of extracts from the diary of Mr. Adams, which was commenced in 1755, when the author was only twenty years of age, and continued through the most interesting and eventful period of our national history. The volume is accompanied by a life of Mr. Adams, and with notes and illustrations. The fact that it is edited by his grandson, Mr. Charles Francis Adams is a sufficient guarantee for its proper execution. The light which it throws upon the men and motives of our prerevolutionary annals will render it an invaluable gift to the American reader.

OBITUARY.

DIED in this city, on the morning of Tuesday, November 8th, Mr. JUSTIN M. THATCHER, late Principal of the Fifth District School, aged forty-five years. His disease was consumption. About six months since, Mr. T. was obliged to leave his school on account of declining health. He has been steadily engaged as a Teacher in our city for the last twelve years. He commenced when the highest teachers in the public schools received \$540 per annum, and after wearing away the best portion of his days in the services of the public, he leaves life and the world behind him, and his family unprovided for. The sands of his existence were literally poured out in the school room, for we shall scarce find another of greater zeal for the discharge of the toilsome, self-denying duties of his profession. His school was his world. In other professions, forty years of age is the very noon of a man's life; the sun of his intellect then shines with its most fervent heat. His body has then come to its fullest maturity, and his energies, mental and physical, have filled the measure of their power. He is in the glory of manhood. In the profession of teaching, the age of forty finds a man no longer fit to guide the wayward intellect of youth. His body is wayworn and dilapidated; his intellectual energies have become cramped and crazed, and when he should be in his prime he is almost ready for the grave. Mr. Thatcher has devoted himself most assiduously and exclusively to his profession, and his reward is poverty. Other professions offer higher returns to increased industry and more complete devotion, but teaching seems to reverse the rule. The more intense the application, the more complete the consecration, the better is the prospect of want. It is a notorious fact, that unless teachers reserve a portion of their energies, all of which the school room demands, and expend them upon some foreign but lucrative business, their journey to destitution will be short and quickly trod. It is the bane of the profession as it now stands, that if teachers would avoid the world's greatest dread, they must not depend entirely upon their profession for support.

Sweet Memories of Thee.

BY MRS. AMELIA B. WELBY.

What soft stars are peeping
Through the pure azure sky,
And southern gales sweeping
Their warm breathing by?
Like sweet music pealing
Far o'er the blue sea,
There comes o'er me stealing
Sweet memories of thee!

Like a sweet lute that lingers
In silence alone,
Unswayed by light fingers,
Scarce murmurs a tone;
My young heart resembles
That lute light and free,
Till o'er its chords tremble
Those memories of thee!

The bright rose when faded,
Flings forth o'er its tomb
Its velvet leaves laded
With silent perfume;
Thus round me will hover,
In grief or in glee,
Till life's dream be over,
Sweet memories of thee.

What a Prudent Wife did.

A correspondent of the National Era relates the following:

A fact which I came in possession of a couple of years ago, may illustrate the character of the

New Englanders, and reveal the origin of some branches of their profitable business. S. W. was the son of a country clergyman, and was accustomed to laboring on a farm in summer, and keeping school in winter. He was moral, industrious, and frugal, and took a wife possessing the same qualities, together with a shrewd propensity to calculate the cost of all articles of living. One day her husband brought home the cloth and trimmings for a new coat. The wife inquired the price of the buttons, which she noticed were made of cloth "lasting," or more fully "everlasting," covered on wooden button molds. She thought she could afford as good a button, made by hand, for less money. The next day, like the true daughter of a Yankee, she "tried the thing out." She bought the cloth by the yard, and the molds by the dozen, and in a week she had better buttons, at a less price, in the market. The thing would pay. S. W. soon left farming and school-keeping, bought the cloth which his wife cut into button covers, and button molds, hired the women and girls of the neighboring towns to make them up, and sold them at great profits.

Soon another entered into partnership with him, and invented machinery to do the work. Then the plain lasting was changed to figured velvet, satin, and twist. Improvement on improvement in machinery was made, till they equaled the best English, or French, or German buttons. S. W. now owns one of the sweetest villages in the Connecticut valley, and almost supplies the whole of the United States with buttons for coats and overcoats. He has endowed an academy munificently; has contributed like a prince to the funds of a highly useful female seminary; and has rescued a noble college from embarrassment. So much for the carefulness of a prudent wife, and so much for a disposition to earn an honest living in some way, rather than thrive in idleness on the hard and too often unrequited toil of others.

Lord Brougham's Intended Visit.

It seems now to be generally understood that this distinguished Briton is soon to visit the United States, to observe for himself the practical working of our political machinery, and especially the effect and present condition of our changes and improvements in legal proceedings. He will undoubtedly receive a reception worthy of us and of him. A very wonderful man is Henry Brougham. With an intellect scarcely inferior to Webster's, a fund of legal learning that might rival Story's, an intimate acquaintance with all the numerous departments of human knowledge which probably surpasses that of John Quincy Adams, and a power of accomplishing intellectual labor which nothing but incontrovertible facts could make credible—he has nearly as many mental and political eccentricities as John Randolph, combined with a taste in dress and manner which seems to be a cross of a wild Indian's upon a French dandy's.

Perhaps no man ever lived who could do as much mental labor in a given time as Lord Brougham. He is said to have been the only Lord Chancellor of England, for nearly or quite a hundred years, who could keep up with the business of his Court. He not only kept pace with the current cases as they came, but cleared the docket of the vast accumulations which his predecessors had left. And while doing this, he was at the same time the ever ready leader of his party in Parliament, the writer of elaborate philosophical and scientific essays, and the editor and superintendent of the publication of sundry productions of other men.—Thus while he was accomplishing more upon the bench than probably any other man in the Kingdom could have accomplished, he was doing quite as much in politics and in literature as would have fully employed in each a man of excellent abilities.

A recent incident gives a striking illustration of the variety and thoroughness of his acquisitions. He owns an estate in France, and some legal proceedings affecting his title were commenced in one of the French tribunals. He appeared in Court in person, and greatly surprised both judge and advocates by speaking French as well as themselves, and showing a still more intimate acquaintance with their own laws than even they possessed.

Such is Henry Brougham, as presented by his own history, and by the written observations of foreign and domestic observers.

A Jenny Lind Anecdote.

A few weeks since Jenny Lind was singing in one of the smaller cities of Germany during the political troubles; and, as at every other place at which she sings, the enthusiasm was intense. When the time of her departure arrived, she started at a very early hour in the morning, in order to avoid any excitement or display; but the students of a University discovered her carriage at the door of the hotel, and rallying in great numbers, escorted her out of the city. Then turning in their enthusiasm they hurried back to the hotel, rushed in a body into the room where they had heard she had slept, seized the sheets from the bed, and tearing them into small pieces wore them about as badges in their button holes.

A short time after, a quiet, bald, middle-aged bachelor Englishman, who had arrived at the same hotel the day previous, was observed to come down to breakfast, in a state of great perturbation. He stared anxiously around, but seeing nothing particular in the appearance of any of the party, at length ventured to address, in a low tone, one who sat near him.

"Very extraordinary persons, these German students," said he; "I should say stark mad, every one of them."

"Mad? oh, no!" was the reply, "not mad; only a little excited, that's all. Oh! no; they're very good sensible fellows."

"No? Then it must be for some political reason, and I'm a marked man. I must leave the town immediately. Why, this morning while I had just stepped out for a quiet walk after shaving, a body of them burst into my chamber, tore my sheets in pieces, and now there are two or three hundred of them parading about town with bits of 'em in their button holes!"

MATHEMATICAL DEPARTMENT.

SOLUTIONS.

1st. *Arithmetical Question*—By P. AMERSON.

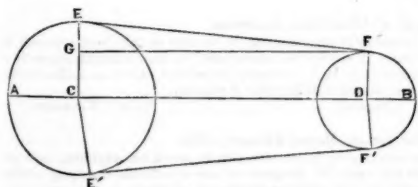
A person dies worth \$14,100; part of this he bequeaths to a charity, and leaves twelve times as much to his eldest son, whose share is half as much again as each of his two brothers, and double that of each of his three sisters. Required the legacy of each individual.

Solution—By HENRY WILSON.—If the charity receives 1 part, the eldest son will receive 12 parts, each of his two brothers 8 parts, and each of his three sisters 6 parts, making in all 47 parts, into which the legacy is to be divided. This gives \$300 to the charity, \$3600 to the eldest son, \$2400 to each of his brothers, and \$1800 to each of his sisters.

2nd. *Mathematical Question*—By D. BROWN. There are two circular wheels placed 12 feet from center to center; the diameter of the less wheel is 4 feet, and that of the larger 6 feet. Required the length of band for these wheels, so that the motion of one may turn the other.

Solution—By Dr. JOEL E. HENDRICKS.

Draw a straight line AB = 17 feet; and on the line AB take AC = the radius of the larger wheel, and BD = the radius of the smaller wheel. With one foot of the compass on C and radius CA, describe the circle AEE'. Also, with one foot of the compass on D and radius DB, describe the circle BFF'. Draw a straight line touching



both circles, and let E and F be the points of contact; then will arc AE + EF + arc FB = half the length of the band. Join CE and DF and draw FG parallel to CD. Then are CE and DF (Euc. 18.3) perpendicular to the same straight line EF, and consequently CE and DF are parallel. Hence FG = CD = 12 feet, and EG = CE - CG = CE - DF = 3 - 2 = 1 ft.

Therefore, (Euc. 47.1) $EF = \sqrt{FG^2 - EG^2} = \sqrt{144 - 1} = 11.958$ feet.

Now, to find the length of the arcs AE and BF, we have by trigonometry, as 12 : 1 :: sine of 90° : cosine of 85° 14' = $\angle EGF = \angle ECD = \angle FDB$.

Cons. quely $\angle ACE$ is the supplement of 85° 14' = 94° 46'. And because arcs are proportional to the angles they subtend, we have

$$360^\circ : 94^\circ 46' :: 18,849 : 4,961 \text{ ft.} = \text{arc AE.}$$

$$\text{Also, } 360^\circ : 85^\circ 14' :: 12,566 : 2,975 \text{ ft.} = \text{arc BF.}$$

Hence, arc AE + EF + arc FB = 4,961 + 11,958 + 2,975 = 19,894 feet = half the length of the required band; and consequently 19,894 $\times 2$ = 39,788 feet. *Ans.*

ACKNOWLEDGEMENTS.—Question 2nd was also solved by D. JAMIESON and R. W. MCFARLAND.

QUESTIONS.

1st. By D. JAMIESON.—If the circumference of a circle and the perimeter of a square are equal, what is the ratio of their areas?

2nd. By C. IHMSEN.—Given

$$x^2 + 3x + y = 73 - 2xy,$$

$$y^2 + 3y + x = 44, \text{ to find } x \text{ and } y.$$

ABSTRACT OF THE METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati.

Lat. 39° 6 minutes N.; Long. 84° 27 minutes W.
150 feet above low water mark in the Ohio.

By JOSEPH RAY, M. D.

October, 1850.

Day of M.	Fahr's Therm'ter			Barom.		Wind.		Force	Weather	Clearness	Rain
	Min.	Max.	Mean	Mean	Height	A. M.	P. M.				
1	48	76	55.3	29.303		s w	s w	2	variable	5	
2	51	67	56.2	29.398		north	north	2	clear	10	
3	44	64	53.7	29.409		north	north	1	fair	9	
4	46	76	60.0	29.298		s w	s w	1	fair	9	
5	43	55	46.8	29.411		west	n w	2	variable	2	
6	35	45	48.5	29.401		north	north	2	clear	10	
7	36	62	48.2	29.549		n e	n e	1	clear	10	
8	39	68	53.8	29.463		east	east	1	fair	9	
9	48	72	61.8	29.383		south	south	1	fair	8	
10	60	66	63.5	29.323		south	south	1	cloudy	0	.39
11	57	67	63.8	29.150		s w	s w	2	variable	1	
12	45	60	50.3	29.228		west	west	2	variable	1	
13	40	64	52.8	29.112		west	west	1	variable	1	
14	43	67	53.2	29.155		west	west	1	fair	9	
15	42	76	60.7	29.203		s w	s w	1	fair	9	
16	56	83	72.3	29.089		s w	s w	1	variable	2	.11
17	56	66	59.0	29.223		s w	s w	1	cloudy	0	.35
18	44	52	47.7	28.995		west	n w	1	variable	0	
19	42	49	60.5	29.108		s w	west	1	variable	2	
20	37	54	45.5	29.240		west	west	1	variable	2	
21	36	66	52.3	29.307		west	s w	1	fair	9	
22	46	72	62.0	29.159		s w	s w	1	fair	9	
23	53	58	52.8	29.124		s w	s w	1	cloudy	0	.20
24	41	52	44.5	29.267		west	west	1	variable	1	
25	40	50	43.0	29.318		west	west	1	variable	1	
26	36	48	41.2	29.253		west	west	1	variable	2	
27	33	56	46.3	29.433		west	west	1	clear	10	
28	31	62	46.5	29.486		west	west	1	clear	10	
29	36	61	47.0	29.489		west	west	1	fair	9	
30	36	64	49.3	29.353		west	west	1	fair	9	
31	40	72	58.3	29.311		s w	s w	3	fair	8	

EXPLANATION.—The first column contains the day of the month; the second, the minimum or least height of the thermometer, during the twenty-four hours, beginning with the dawn of each day; the third, the maximum of the greatest height during the same period; the fourth, the mean or average temperature of the day, reckoning from sunrise to sunrise; the fifth, the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong blow, and 5 a storm. In estimating the clearness of the sky, it denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the cor-

responding proportionate clearness. The other columns need no explanation.

SUMMARY.

Least height of	Thermometer,	31°
Greatest height of	"	83°
Monthly range of	"	52°
Least daily variation of	"	5°
Greatest daily variation of	"	34°
Mean temperature of month,		53° 4
" " at sunrise,		44° 8
" " at 2 P. M.,		63° 7
Coldest day, Oct. 26th.		
Mean temperature of coldest day,		41° 2
Warmest day, Oct. 16th.		
Mean temperature of warmest day,		72° 3
Minimum height of Barometer,		28.995 inches.
Maximum " "		29.568 "
Range of " "		.573 "
Mean " "		29.2903 "
Number of days of rain, 4.		
Perpendicular depth of rain, 1.05 inches.		
WEATHER.—Clear and fair 16 days; variable 12 days; cloudy 3 days.		
WINDS.—N. 3 days; N. E. 1 day; E. 1 day; S. 2 days; S. W. 10 days.		
MEMORANDA.—Light showers, 10th, 16th, 17th and 23d; remainder of the month dry and generally pleasant.		

OBSERVATIONS.—The remarkable feature of this month has been the dry weather—the amount of rain being the smallest in the same month during the last eleven years. The whole amount of rain in the months of September and October, of the present year, is the least for the same two months in the last sixteen years, and is less than one-half of the average.

The mean temperature of the month is very nearly the same as each month of October, during the last five years, and is almost exactly the same as the mean temperature of the year.

Jugglers' Tricks.

The London Spectator thus speaks of the tricks performed by a celebrated juggler now in that metropolis:

Among other incomprehensible doings, he boils four plucked pigeons in a kettle full of water suspended over a fire, and perfectly isolated and out fly four living birds from an empty vessel: he returns to their owners a score of handkerchiefs, washed and ironed, that a moment before lay soaking wet in a pail, and he produces no end of bouquets, out of an old hat, that he stamps upon, and turns inside out, each pressure or squeeze of the hand being followed by a fresh supply of bunches of sweet smelling flowers from the old battered hat.

A young lady near us lent her straw bonnet, and was horrified at seeing it crushed up into a ball; but to her great relief, it appeared hanging on the top of the proscenium, and being brought down by a pistol shot, she found it quite undamaged. A handful of gold watches are flung to the back of the stage, and presently reappear hanging from the branches of a plant that had just been watered and placed under a heated cover for the producing of this sort of golden fruit; bunches of keys that seemed not to be out of sight, are found attached to the roots of a plant in a flower pot; and a head, with goggle eyes, at the summons of a pistol shot, thrust out a bunch of rings at the tip of its tongue, and stares with two gold watches for eye-balls, though one could have affirmed that both rings and watches were under certain covers.

But perhaps one of the completest puzzles is the pouring successively of black and red wine, and steaming champagne, from the identical black bottle that we had just before seen filled with water; this, and the dripping for bouquets in the old hat, are done in the very faces of the spectators; and the bottle, when emptied of its contents, is broken, and a silk handkerchief is found in it. A couple of lemons are handed to the company, and one of them on being cut, is

found to contain an egg, which, being broken, yields a walnut; that when cracked, discloses a ring belonging to one of the audience. If those feats seem wondrous in telling, they are far more inexplicable in the doing; for you feel what cannot be indited sufficiently in a brief description, the seeming impossibility of them. The illusion is perfect; you see things vanish under your eyes, and behold them in another place, while yet they appear to be where they were before.

TO DEALERS IN BOOKS AND STATIONERY.

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To Teachers and Controllers of Public Schools.

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LIPPINCOTT, GRAMBO & CO., No. 14 North Fourth Street, Philadelphia, have just published

MODERN GEOGRAPHY,

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BY R. M. SMITH.

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Teachers and others interested in the cause of Education, are particularly invited to examine this work.

They have also lately published

THE AMERICAN MANUAL;

A Commentary on the Constitution of the United States of North America—With Questions, Definitions, and Marginal Exercises—Adapted to the use of Schools; 1 vol. 12mo.
BY J. BARTLETT BURLEIGH, A. M.

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RECENTLY PUBLISHED.

No better evidence is needed that this is an improvement on all similar treatises, than the high commendation it has received from the many intelligent instructors who have examined it. Its merits are rapidly gaining for it adoption, as the standard elementary text-book in Algebra in our best schools and academies.

The following are a few of the recommendations, which are daily accumulating in the hands of the publishers
From J. H. FAIRCHILD, Professor of Mathematics in Oberlin College.

Professor Ray—Sir: I have read, with much satisfaction, your Algebra, Part First. It seems admirably adapted as an introduction to the study; and is such a book as no one but an experienced and successful teacher could produce. The demonstrations are sufficiently scientific, and yet not so abstract as to be unintelligible to the learner. Many authors seem to think that their reputation depends upon making their works above the comprehension of a beginner. Although some new work on algebra appears among us almost every month, yet yours was needed. I am pleased to see that the first edition is quite free from typographical errors, and that the language is, for the most part, logically and grammatically accurate; a remark which will not apply to all the works on algebra recently published in your city.

If you shall succeed as well in part second as in part first, the book will be welcomed by many instructors.
(Signed) J. H. FAIRCHILD.

January 5, 1849.

From P. CARTER, Professor of Mathematics, etc., in Granville College.

I have examined, with much interest, the copy of Ray's Algebra presented to me by your politeness. As an elementary work for beginners, and especially for younger pupils, I consider it as one of the best with which I am acquainted. Like all the elementary work of Professor Ray, it is distinguished for its simplicity, clearness, and precision and furnishes an excellent introduction to the larger and more difficult works of this beautiful science.

(Signed)

P. CARTER.

February 24, 1849.

Extract from a communication furnished for the "School Friend", by an accomplished teacher in the "CINCINNATI CENTRAL HIGH SCHOOL", in which Ray's Algebra is used.

"It is but a few months since this book was issued from the press, and although we are acquainted with a dozen other Algebras of similar pretensions, and no mean value, yet from the examination of no one of them have we risen with so much pleasure and satisfaction, as from the examination of this." * * * "In graduating the plan of his work, the author has shown great care and ingenuity, and in its execution, has manifested a familiarity with the wants and difficulties of young students, and a tact in obviating them, which has rarely been equaled. The principles are briefly stated, then illustrated and impressed on the mind by a numerous and choice selection of examples. All portions of the work bear ample testimony to the truth of a remark in the preface, that every page was carefully elaborated by many years of toil in the school-room. The statement and illustrations of the principles indicate that the ignorance and misapprehensions of the pupil were met and fathomed by a keen and watchful eye in the teacher, and the proper remedies applied and that these remedies were tested by repeated trials through a long and systematic course of teaching, and finally recorded for the use of students yet to be."

From MR. GREEN, of the English and Classical Academy, Madison.

I have carefully examined Ray's Algebra, Part First. The arrangement adopted in it of the fundamental principles of the science is, no doubt, the best one. The demonstrations accompanying the rules are lucid and accurate, and the examples copious enough to impress them indelibly upon the mind of the pupil. From the character of the author's arithmetic, the public had reason to expect that an algebra from the same author would be a valuable contribution to this department of science, and in the judgment of the writer, this expectation will not be disappointed.

October 16, 1848.

From MR. ZACHOS, Professor of Mathematics in Dr. Colton's Academy.

I have examined Ray's Elementary Algebra, and the best recommendation I can give it, is the fact that I have adopted it in my younger classes.

(Signed)

J. C. ZACHOS.

September 23, 1848.

From B. C. HOBBS, Superintendent of Friends' Boarding School, Richmond.

I consider Ray's Algebra, Part First, worthy of a place in every school. The author has fallen upon an ingenious method of securing a mental preparation, before the more difficult exercises of the slate are required. The work is clear and comprehensive, and a selection of superior formulae has been made for the solution of difficult problems. Could an objection be made to the work, it would be, that the subject is too much simplified. The cheapness of the work brings it within the means of every one.

(Signed)

B. C. HOBBS.

Ninth Month, 20, 1848.

From MR. S. FINDLEY, Principal of Chillicothe Academy.

After a careful examination of Ray's Algebra, Part First, I cheerfully recommend it as one of the best treatises in that department of science now extant. In its enunciation of rules it is concise and clear; in its demonstrations it is simple and philosophical; and its examples are numerous and varied; so that, in every respect, it excels as a theoretical and practical text-book for beginners, and as such is now in use in the Chillicothe Academy.

(Signed)

SAM'L FINDLEY

February 26, 1849.

From MR. HOOKER, Teacher at Mount Carmel, Ohio.

Professor Ray—Respected sir: I have, for some time past, been examining your elementary work on Algebra; and can truly say, that, as a primary work, it is better suited (according to my opinion) for general use in schools, than any similar work with which I am acquainted. The transition from arithmetic to our primary works on algebra, is, generally, too great; and unless scholars have a "natural tact" for mathematics, their knowledge of numbers generally stops with arithmetic, as few have the courage to undertake to master a theoretical treatise on algebra. * * * I am glad to see you have made the change from arithmetic so gradual, and, at the same time so interesting. I have no doubt but your work will take precedence of all elementary treatises now in use in the Western States.

(Signed)

J. J. HOOKER.

February 28, 1849.

CINCINNATI PUBLIC SCHOOLS

The following is the Report of the Committee on Text Books to the Board of Directors, [May 1, 1849.]

"That they have examined Ray's Algebra, Part First, and find it to be the cheapest and the best elementary work on the science of Algebra that they have used, or that has come under their inspection. It is of a higher order than most elementary works, and at the same time, it is very simple, commencing with seventeen pages of intellectual exercises, which serve as a connecting link between Arithmetic and Algebra. The whole work appears to be what the author says it is—The result of much reflection, and the experience of many years in the school-room." The committee, therefore, recommend the adoption of the following resolution:

"Resolved, That Ray's Algebra, Part First, be adopted as a Text Book in the Common Schools of Cincinnati.

WM. PHILLIPS, JR.,
S. MOLLITER,

C. DAVENPORT,
L. BUSHNELL,

Committee on Text Books."

RAY'S ALGEBRA, PART FIRST, is for sale by booksellers generally.

Teachers of Algebra will be furnished, gratuitously, with copies for examination, on application to the publishers.

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